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## **TWELVE-YEAR INDEX** **to the Review of Educational Research** **Volumes 1-12 (1931-1942)**

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## TABLE OF CONTENTS

|   |                    |
|---|--------------------|
| Editors and Members of the Editorial Board..... | <i>Front Cover</i> |
| Foreword.....                                   | iii                |
| Explanation of the Index.....                   | v                  |
| Aids in Finding Topics in the Index.....        | vi                 |
| INDEX TO THE REVIEW (Vols. 1-12).....           | 1                  |
| List of Contributors.....                       | 61                 |
| Topics Covered by Issues of the REVIEW.....     | <i>Back Cover</i>  |

## FOREWORD

WHEN, in 1937, the writer, as editor of the REVIEW, proposed to the Editorial Board that we begin publishing an index in each issue, one of his arguments was that the task would be easy. He suggested that key words in the manuscript could be underscored and the index made up from these. But such a procedure proved entirely inadequate; it offered no solution for the varying vocabulary in different treatments of the same topic, and afforded no stability in the index when the organization of successive issues shifted. Indexing problems demanded separate consideration from the beginning.

In 1939 the writer proposed that a cumulative index for the REVIEW be issued. Again he misappraised the task, assuming that the indexes for the individual issues, or for the several years, could be put together by a clerk and published without further thought. But the perspective afforded by a combined list of the provisional topic heads revealed that decisions made for individual issues or for single years were unsatisfactory for a larger and more permanent list.

The writer was therefore unwilling to issue a list until he had had more experience. New material, currently coming in to the REVIEW, kept him conscious of the inadequate and unsettled character of his growing list of heads. It simply had not received sufficient attention *as an index*. Principles of organization had to be developed which would afford the user some safeguard against the annoyances of a whimsical list. Other lists were available but were not adapted to the contents of the REVIEW or to the particular interests of research workers.

The effort to produce a stable, integrated list of topic heads continued through the writer's editorial connection with the REVIEW, to April, 1943, affording active indexing experience over two cycles (six years). During this time four successive lists of heads were prepared; subsequently, the list went through three additional reworkings and typings.

When reasonable adequacy and structure had been attained, attention was turned to economy. Careful estimates of the printed length, based on the fifth list, indicated that the Index would run twice as long as the printing budget would permit. Vigorous reduction began. The advantage of every possible space-saving means was sought, short of abandoning entirely the form of the Index. Abbreviations and partial phrases were introduced in cross references. Heads, subheads, and cross references of lesser value were discarded. The characters in every line of the 375 pages of typewritten copy were counted, and short runovers were eliminated by one means or another. Inventory heads were given up. Indirect, or chained, cross references were resorted to, and put in small caps for identification. Such devices may be inconvenient and annoying to the user, but they were adopted in preference to surrendering more basic elements of utility.

But only half the necessary reduction had been accomplished. Outside financial aid was solicited. A reduced cost per page was granted by a new printer, permitting a few extra pages. A slightly narrower type face was found; the type was then set on a one point smaller body (saving ten percent) than that on which the estimate of length had been based. Running folios (heads) at the top of pages were eliminated. Six extra column lines were packed on each page. Leading between the main heads, and large spaces between the main alphabetic divisions,

were foregone. Lists of committee members responsible for the issues of the REVIEW, and a record of officers of the Association, were given up.

Throughout the effort to achieve a working balance between adequacy and economy, the writer has borne in mind his experiences as a graduate student attempting to find material in indexes. It seemed invariably that an index was designed as a game of hide and seek, in which the compiler exercised immoderate ingenuity in placing topics under heads which would seldom be thought of by the user. And each different indexer had his own particular set of artifices by which to hide coveted material in out-of-the-way places. Interestingly enough, the writer has been amazed—and chagrined—at the number of times he has had difficulty in finding topics in his own list. Such experiences account for many of the cross references; perhaps other persons also will find them of help. Mature users may feel there is an unnecessarily large amount of cross-referencing; but an abundance of “signposts” may be overlooked by the sophisticated more easily than an absence of essential aids can be bridged by the less mature.

Some users will undoubtedly disapprove of citations in the Index to very brief passages in the REVIEW. To restrict the indexing to major treatments would be to eliminate entirely a large number of subheads, and in fact many main heads. The Index will probably render more service by reflecting what is in the REVIEW than by indexing selectively. Users who wish to avoid minor treatments can usually do so by consulting only the pages given after main heads.

One who uses the Index extensively may encounter what he regards as an untoward amount of duplication. A good deal of duplication did occur in the early years, owing largely to overlapping between the fifteen main subjects followed by the REVIEW; this condition was largely remedied by the Editorial Board in 1938 and 1939 through fundamental changes in six or seven of the fifteen main subjects. Another type of duplication arises from the overlapping of heads in the Index itself. Such overlapping might be reduced, but to some degree it is unavoidable, and desirable.

Throughout the period of development the Editorial Board has been patient and considerate of the writer's inability to organize a suitable list of heads, subheads, and cross references with a few flourishes of the pen; and apparently the members have been as hopeful as the writer that a well-considered list might prove worth the time required to prepare it.

The publication of an index to reviews of educational research means that less productive effort will be lost, that fewer studies will have been made in vain, and that more new studies can build on the shoulders of the old instead of simply repeating the efforts of the old. Each generation of studies must contribute to increasing insights rather than just accumulate facts if future studies are to penetrate further into the vast domains which are as yet unexplored. The Index seeks to bring together ideas from diverse fields and varied backgrounds—for no one knows what value an illuminating idea may have in a creative mind ready to think. The Index is offered by the compiler and by the American Educational Research Association as an aid in the advancement of insightful research.

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## EXPLANATION OF THE INDEX

Boldface numbers (1 to 12) refer to volumes, other numbers to pages. Hyphenated page numbers indicate major treatments—large subdivisions of chapters, whole chapters, or entire issues. Single page numbers refer to shorter treatments, varying from a few lines to several pages. *Note.*—Before 1941 bibliographies were printed separate from their chapters, and are not included in this Index, for to cite them would make them appear as additional treatments to be consulted. Subsequent bibliographies are included with chapter pages.

Page citations following any main head in the Index are to relatively general treatments of that topic. Page citations following subheads are to more specific treatments; these may or may not be included in the pages referred to for the main head.

Cross references applying to a main head are placed after the list of subheads; those applying particularly to a certain subhead follow that subhead (or its page citations) in parentheses. Cross references, when consulted, may yield treatments which are additional, or simply more specific.

In cross references a dash indicates that the topic immediately following is a subhead, as *Arithmetic—remedial instruction*. (A certain number of main heads are hyphenated, as *Liberalism-conservatism*; these are to be distinguished from phrases containing the dash.) Where a main head in a cross reference is followed by a dash alone it indicates that all of the main heads beginning with the given word are to be consulted, as *Vocational—*. A cross reference in SMALL CAPS is a "chained" cross reference meaning FOLLOW UP THE CROSS REFERENCES GIVEN UNDER THIS NEW HEAD AS THOUGH THEY WERE LISTED HERE.

*See* and *see also* usually have equal force. *See preceding heads*, *see following heads*, and *see adjacent heads*, refer to neighboring heads in the main alphabet which begin with the same words. *See particular subject* (usually abbreviated) means to see one or more subjects, subject fields, or areas in which one may be interested, as *French*; *Foreign Language*; *Language Arts*.

*See subhead* means to look, under the same main head, for the subhead designated. *See as main head* means to look in the main alphabet for the topic named in the subhead. *See under* means to look for the same topic as a subhead under the main head or heads named. (A straight cross reference from a subhead often carries the same connotation, i.e., to look for the same subhead as the one referred from.)

Cross references are often shortened by abbreviations and by omission of words not essential to identification. A list of the abbreviations is unnecessary here as the first word of each head is spelled in full and the rest of the head is obtained automatically by locating it in the main list.

Alphabetical order is determined by the word, rather than the phrase, as a unit; e.g., *High schools* comes before *Higher education*; *School year* before *Schools*. Hyphenated words are regarded, for alphabetizing, as separate words.

## AIDS IN FINDING TOPICS IN THE INDEX

The following notes reflect principles on which the Index is organized and may therefore be helpful in locating desired heads quickly.

1. Look for natural phrases in common educational usage; e.g., *Methods of teaching* (rather than *Teaching—methods of*); *Moral behavior* (rather than *Behavior—moral*); *Student government* (rather than *Government—student*).
2. Look for distinctive words. Do not hunt for phrases beginning with unparticularized words, such as *Difference between*, *Effect of*, *How to*, *Importance of*, *Problems connected with*, or *What causes?* Select a distinguishing word—perhaps the next one in your phrase.
3. Look under a particular school subject or subject field for any topic applying to it; e.g., *Mathematics—curriculum* (rather than *Curriculum—mathematics*); *Spelling—errors* (rather than *Errors—spelling*).
4. Look under a particular group of persons for its characteristics; e.g., *Elementary-school pupils—achievement* (rather than *Achievement—elementary-school pupils*); *High-school pupils—intelligence* (rather than *Intelligence—high-school pupils*).
5. When desiring cause-effect relationships look for the name of the thing affected. Factors affecting are usually placed as subheads; e.g., *Achievement—health and*; *Study—kind of test and*.
6. For phrases beginning with *Educational* or *School* look usually for the word following; e.g., *Finance* (rather than *Educational finance*); *Teachers* (rather than *School teachers*). Some entries are however made under full heads for essential or desirable specificity, as *Educational opportunity*; *Educational psychology*; *School buildings*; *School year*.
7. For phrases which might begin with *Pupil* or *Teacher* look usually for the word following; e.g., *Achievement* (rather than *Pupil Achievement*); *Salaries* (rather than *Teachers' salaries*).
8. For common three-word "of" phrases look usually under the first word. The following illustrations (from a number of subclasses) will be suggestive: *Analysis of variance*; *Boards of education*; *Certification of teachers*; *Cost of living*; *Reorganization of school districts*; *Support of education*; *Transportation of pupils*. Where however the second noun names a school subject or a group (other than pupils or teachers) look for the entry under the subject or group (as in Notes 3 and 4); e.g., *Science—psychology of*; *Adolescents—problems* (rather than *Problems—of adolescents*); *Preschool children—mental development*.
9. If the desired topic cannot be located try a more specific or a more general form of the topic. Often such a change may be made by adding, or dropping, an adjective; e.g., *Psychological services* (rather than *Services*); or, *Activities* (rather than *Social activities*).

Topics which cannot, with reasonable effort, be found in the Index may not have been treated in the REVIEW.

## Index to the Review, Volumes 1-12

- Abilities**, correlation of, 3: 312; 6: 102; 8: 55, 235; 9: 36, 91, 530; 11: 467  
*see also* ABILITY; factor analysis; prediction of achievement
- Ability**, nature of, 3: 310  
 patterns of, 3: 47; 5: 215, 229; 6: 204; 9: 149; 11: 12  
*see also* heads following; *see* achievement; aptitude; factor analysis; intelligence; motor ability; nature and nurture
- Ability Grouping**, 1: 39, 200-30, 349; 2: 301; 3: 51; 4: 81, 382-89; 5: 59; 6: 218; 7: 373; 8: 251; 9: 178; 10: 217  
 attitudes on, 4: 388; 5: 461; 7: 373  
 bases for, 1: 205; 4: 384; 5: 461  
 college, 3: 236; 4: 81; 6: 224  
 high-school, 4: 382; 6: 220; 7: 384; 9: 179  
 primary grades, 10: 317  
*see also* adapting instruc.; classification of pupils; exceptional chil.; INSTRUCTIONAL ORGANIZATION; *particular subject*
- Ability to finance education**, *see* financial ability; persistence in school
- Abnormalities and maladjustments**, *see* adjustment; handicapped children
- Absence**, 3: 188; 12: 24  
 causes of, 3: 190; 6: 160; 9: 162; 12: 24  
 effects of, 3: 191; 6: 160  
 teachers (*see* teachers—absence)  
*see also* non-attendance; truancy
- Absolutism**, *see* philosophy
- Academic aptitude**, *see* aptitude
- Academic freedom**  
 college, 7: 312; 11: 423  
 public school, 7: 306, 469; 10: 12, 46; 11: 423  
*see also* contemporary problems—position; social pressures on schools; teachers—community expectations of
- Academic interest clubs**, 12: 74  
*see also* science; social studies
- Accelerated pupils**, 5: 287; 9: 171; 10: 425; 11: 100  
*see also* age-grade status; gifted children
- Acceleration of pupils**, 1: 181; 8: 251; 9: 170; 11: 280; 12: 28, 494  
*see also* accelerated pupils; progress
- Accidents**, 5: 226; 6: 236; 8: 264, 266, 375; 10: 49; 11: 51; 12: 241  
*see also* insurance; liability; safety
- Accomplishment quotient**, 3: 37; 4: 15; 8: 244, 308  
*see also* achievement—intelligence and
- Accounting (financial and property)**, 2: 99-104; 5: 124-28; 8: 142-47; 11: 178-83; 12: 238, 551  
 classification, 5: 145; 11: 174  
 college and university, 2: 116; 8: 146  
 evaluation, 8: 146  
 history, 2: 99  
 internal, 2: 103; 5: 126; 11: 178, 222  
 legal aspects, 3: 392; 11: 232  
 property, 8: 145; 11: 179, 217; 12: 238  
 state systems, 2: 101; 5: 124; 8: 142; 11: 178  
 supply, 2: 404; 8: 390; 11: 217  
*see also* auditing; bookkeeping; budgeting; financial statements; unit costs
- Accounting (personnel)**, *see* child accounting; records (personnel)
- Accrediting**, *see under* colleges and universities; secondary schools; *see* Cooperative Study; North Central Assn.
- Accuracy**, 2: 194
- Achievement (scholastic)**, 3: 283-315  
 athletics and, 4: 192, 503; 6: 113; 7: 59; 10: 372; 11: 566  
 emotions and (*see* learning difficulties)  
 evaluation (*see under* measurement)  
 factors affecting, 3: 284-89; 6: 114; 9: 158  
 (*see also* other subheads; *see* instructional organization; methods of teaching)  
 frequency of testing (*see* achievement tests—frequency of use)  
 growth, 3: 5, 299 (*see also* concepts)  
 health and, 6: 114  
 home conditions and, 10: 418  
 (*see also* subhead, residence; *see* persistence in school; progress)  
 in life (*see* success in life)  
 intelligence and, 3: 119, 283-87; 5: 201; 6: 190; 8: 250, 500; 9: 156, 172; 11: 31, 512  
 (*see also* accomplishment quotient; gifted children—achievement)  
 measurement (*see* achievement tests; evaluation; examinations; intangible outcomes; testing programs; *partic. subj.*)  
 nutrition and, 1: 399; 6: 122  
 personality factors and, 2: 243, 246; 5: 248, 286; 6: 476; 9: 154; 11: 97  
 physical factors, 6: 114; 11: 532-34  
 prediction (*see as main head*)  
 reporting (*see under* achievement tests)  
 residence and, 9: 157, 189  
 sex differences, 3: 118; 5: 448  
 size of class and (*see as main head*)  
 socio-economic status and (*see* persistence in school; progress in school)  
 student activities and, 3: 224, 229; 4: 191; 6: 213; 10: 373; 12: 70  
 study load and, 3: 345  
 surveys, 1: 41; 5: 460  
 (*see also* testing programs)  
 testing programs (*see as main head*)  
*see also* next head; *see* activity ed.—eval.; aptitude; classification of pupils; college students; diagnosis; difficulties; elementary-sch. pupils; failure; high-school

- pupils; learning; marking; motivation; OUTCOMES; progress in school; study; success —; understanding; *particular subject or group*
- Achievement tests**, 1: 40; 3: 1-80; 4: 58-64; 5: 441-520; 8: 493-570; 9: 520-23  
as part of curriculum, 1: 41, 43  
college, 5: 491-501; 8: 536  
comparable, 1: 372; 3: 5, 12; 5: 456, 458, 491; 8: 542  
(*see also* comparable measures)  
comprehensive (*see as main head*)  
construction, 3: 21-32; 9: 522  
(*see also* test construction)  
effect of kind (*see* study—kind; measurement—*influence*)  
equivalent (*see subhead*, comparable)  
essay vs. objective (*see* objective tests)  
evaluation of, 3: 39; 8: 497, 518  
for classification (*see* placement tests)  
for guidance (*see* guidance—testing)  
frequency of use, 4: 516; 8: 21  
history (*see under* measurement)  
interpretation of results, 8: 540; 9: 215  
issues, 3: 5-20, 39, 46, 59; 5: 493; 9: 521  
(*see also* measurement—philosophy)  
item analysis (*see subhead*, selection)  
length (*see under* objective tests)  
motivation from, 4: 516; 5: 17, 494; 8: 21, 71  
purposes (*see under* measurement)  
reliability, 3: 39  
(*see also as main head*)  
reporting scores, 5: 17  
(*see also* reports on pupils)  
sampling, 3: 15, 31, 36  
selection of items, 3: 21-32; 9: 522  
(*see also* item analysis)  
snapshot theory, 3: 5  
teaching value (*see subheads*: frequency; issues; motivation; uses; *see* study—kind)  
uses, 3: 5, 49-61; 4: 58-64; 5: 223, 455-68, 491; 8: 513, 525  
validity, 3: 15 (*see also subhead*, selection; *see also as main head*)  
weighting (*see under* scoring)  
*see also* achievement—meas.; MEASUREMENT; NORMS; TESTS AND SCALES
- Activities**  
of alumni (*see* follow-up studies)  
of children (*see* children—out-of-school activities; student activities)  
of homemakers (*see* home and family)  
of teachers (*see* teachers—out-of-school activities; teaching—activities)  
of workers (*see* occupational anal.; vocational ed.—follow-up studies)  
*see also* next head; *see* community activ.; life activ.; recreation; student activ.; time records; youth activ.
- Activity analysis**, 1: 9, 80, 387; 11: 367, 398  
*see also* activities; analysis of social needs; life activ.; occupational analysis
- Activity education**, 1: 300; 4: 195; 5: 4-13, 57; 6: 316; 7: 172, 518, 526-44; 9: 302; 11: 436; 12: 276, 280-88
- achievement of pupils (*see subhead*, evaluation; *see cross references*)  
assumptions, 7: 526  
definitions, 7: 526; 12: 281  
equipment, 9: 527  
evaluation, 1: 43, 48, 289, 301, 302; 4: 195; 5: 12, 58; 6: 316; 7: 126, 173, 527-44; 8: 505; 12: 282-84, 364  
high-school, 12: 283  
history of, 12: 263-64  
mental defectives, 11: 266  
*see also* arithmetic—activ.; Eight-Year Study; incidental tech.; intangible outc.; New York City; progressive ed.; project meth.; social studies—direct; vitalized teaching; whole child
- Adaptation**, of schools, 9: 342, 357-60, 524; 10: 321; 11: 166, 242-43; 12: 493  
(*see also* reorganization)
- Adapting instruction to pupils**, 1: 38, 210, 229; 3: 52; 5: 59; 6: 218-22, 318; 8: 527; 9: 177-80; 11: 253, 280  
college, 3: 234-37; 6: 222; 11: 446  
*see also* ABILITY GROUPING; EXCEPTIONAL CHILDREN; gifted children; individual diff.; individualized instruc.; instructional organ.; retarded children
- Addition**, *see under* arithmetic
- Adjustment**, 6: 457-563; 8: 292; 10: 26; 12: 10, 49  
diagnosis (*see as main head*)  
factors affecting, 10: 26; 11: 290; 12: 30  
home conditions and, 5: 5; 6: 221, 478-83, 505; 7: 32, 37; 9: 289, 290; 10: 414-20; 11: 282, 387  
in community, 6: 478-89, 494, 506; 10: 429-34  
in school, 6: 218-25, 471-77, 531; 10: 147, 421-28; 11: 290, 291, 341; 12: 30, 110  
intelligence and, 6: 506; 9: 158; 11: 28, 281, 289, 512  
interviews, 10: 414; 12: 52  
measurement, 2: 186-93; 8: 270; 9: 520; 11: 58  
(*see also* diagnosis—of personality)  
physical factors, 6: 514-20; 10: 26; 11: 289, 323, 485  
(*see also* personality—physical)  
prediction, 11: 61; 12: 46  
*see also* adolescents; behavior; blind; college studt.; conflicts; crippled chil.; deaf; delinquency; emotional adj.; foster chil.; frustration; happiness; maladjusted; marital adj.; mental hygiene; personal problems; personality; psychotherapy; social adj.; teachers—mental hygiene; unstable chil.; vocational adj.
- Administration (in individual schools)**  
*see under* colleges; elementary sch.; *see* INSTRUCTIONAL ORG.; LOCAL SCHOOL SYSTEMS; principals
- Administration (of school systems)**, *see* LOCAL SCHOOL SYS.; state sch. admin.
- Administration of tests**, *see* objective tests
- Administrative officers**, legal status, 7: 311  
(*see also* liability; tenure)  
*see also under* colleges

- Administrative organization** (in school systems), 4: 404-30; 7: 394-411  
*see also* foreign ed.; higher ed.—org.; LOCAL SCHOOL SYS.; state sch. admin.
- Administrative units**, *see* TERRITORIAL UNITS; VERTICAL UNITS
- Administrators**, *see* administrative officers; business managers; principals; superintendents; unitary vs. multiple
- Admission**, *see* college stdt.; entrance
- Adolescents**, 3: 108-29; 6: 85-101, 120, 492; 9: 290; 10: 24-28; 11: 492  
 adjustment, 6: 492; 9: 290; 10: 26, 438; 11: 100, 493; 12: 10, 14  
 mental development, 3: 108-21; 6: 85-101, 120; 9: 38-46, 108; 11: 504  
 personality, 11: 100, 389  
 physical development, 3: 122-29; 6: 62, 80; 9: 49-54, 72, 108, 151; 11: 577; 12: 9  
 problems and needs, 5: 249; 9: 43, 155, 159; 10: 30; 11: 389, 423, 434, 437, 493; 12: 15, 275-76  
 pubescence, 3: 120, 141, 158; 6: 80, 106, 192; 9: 72; 11: 542, 577; 12: 9  
*see also* college students; high-sch. pupils; youth
- Adoption of children**, *see* foster chil.
- Adult education**, 7: 68, 367, 389; 9: 352-56; 10: 35-37, 351; 12: 153  
 Americanization, 9: 354  
 appraisal, 7: 391; 10: 37  
 curriculum, 10: 36  
 federal government and, 10: 35  
 guidance, 9: 192; 10: 36; 12: 118  
 history of, 7: 68; 9: 352-56  
 housing, 12: 142  
 in other countries, 10: 35  
 legal aspects, 10: 352  
 libraries and, 10: 352, 363; 12: 329  
 students, 10: 35 (*see also* adults)  
*see also* community use of school; consumers—ed.; extensions of ed.; foreign-speaking per.; illiteracy; libraries—use of; parent ed.; reading—adult
- Adults**  
 activities (*see as main head*)  
 aptitude for learning, 3: 299; 7: 69, 389; 10: 35; 11: 556  
 guidance (*see under* adult education)  
 intelligence, 2: 288; 3: 112; 5: 193, 208; 6: 85; 11: 553-61  
 (*see also* intelligence tests—adult; mental devel.—limits, and decline)  
 vocabulary, 8: 253; 10: 95; 11: 555  
*see also* adult ed.; parents; reading (instruc. and vol.)—adult; senescence
- Advertising**, effects, 8: 160; 12: 379, 437-38
- Aeroplanes**, *see* aviation
- Aesthetic**, *see* esthetic
- Affective processes**, *see* emotions
- Age**  
 increasing age of population, 12: 157  
 parental (*see* age differences)  
*see heads following*; *see* athletic abil.—optimum; college students—age; entrance age; maturity; senescence
- Age differences**, parent-child, 3: 105; 11: 27, 536 (*see also* birth order)
- Age-grade status**, 3: 195; 4: 22, 74; 6: 164; 9: 168; 12: 497  
*see also* progress in school
- Age-height-weight**, *see under* weight
- Aggressiveness**, 2: 196; 5: 246, 259, 278; 6: 33; 7: 532; 9: 154; 10: 422, 441; 12: 77
- Agricultural education**, 3: 379; 4: 201, 495; 7: 158; 9: 355; 10: 41; 11: 355  
*see also* farming; vocational ed.
- Agriculture**, 1: 385; 6: 238; 10: 15  
 research in, 8: 462
- Aid**, *see* federal support; state support
- Airplanes**, *see* aviation
- Algebra**, 1: 367-70; 2: 7-20; 3: 290  
 achievement, 3: 290; 8: 54; 12: 407  
 curriculum, 1: 13, 368; 7: 162  
 error studies, 3: 302, 334  
 methods of teaching, 1: 369; 2: 7-20; 3: 334; 8: 56, 504  
 prediction, 8: 51; 11: 43; 12: 408, 427  
 problem solving, 2: 11; 3: 303  
 psychology of, 1: 367-70  
 sex differences, 1: 370  
 textbooks, 1: 13; 7: 162  
*see also* mathematics
- All-year schools**, 1: 193; 2: 146  
*see also* summer vacations
- Allergy**, 6: 110; 9: 293; 11: 34, 545
- Alumni**, 12: 523, 535  
*see also* follow-up studies; school subjects—evaluation
- Ambiversion**, *see* introversion
- American Council on Education**, 9: 570
- American Historical Association**, *see* Commission on the Social Studies
- American history**, *see* history
- Americanization**, *see* adult education
- Amount of schooling**  
 as affected by socio-economic status (*see* persistence in school)  
 average person, 1: 177; 3: 188; 7: 65  
 effect on income (*see* earnings)  
 of teachers (*see under* teacher ed.)  
 prediction, 5: 218; 12: 15, 48  
*see also* attendance; selective factors
- Amount of time**, *see* length; time—
- Analysis**, *see heads following this*; *see* documentary analysis; factor analysis; item analysis; textbooks—analysis
- Analysis of covariance**, 5: 232; 9: 545; 12: 506, 516
- Analysis of jobs**, *see* occupational anal.
- Analysis of social needs**, 1: 13-21; 4: 10; 7: 125; 11: 389, 395, 421, 431, 459; 12: 7, 142, 154, 262, 274, 524  
*see also under* partic. subj.; *see* activity anal.; community studies; documentary anal.; follow-up studies; occupational anal.; social sur.; social utility; vocational opportunities
- Analysis of variance**, 5: 232; 9: 545, 561; 11: 113, 117; 12: 429, 509-16, 545
- Anatomic lag**, *see* anthropometry
- Anatomical development**, *see* physical development; skeletal maturity; teeth
- Anatomy**, 1: 386



- Anecdotal records**, 5: 497; 7: 528; 8: 290; 9: 174; 12: 32, 36, 481  
*see also* pupil records
- Annual promotion**, *see* promotion
- Annual reports**, *see* reports
- Annuities**, *see* retirement
- Answers**, changes in, *see* objective tests—changes
- Anthropometry**, 3: 122, 130-49; 6: 54-80; 9: 47-90; 11: 582  
 anatomic lag, 6: 59; 9: 89  
 correlation of traits, 3: 127; 6: 61; 9: 51  
 reliability, 3: 108; 5: 51; 6: 56; 9: 85  
*see also* body build; head; heart; height;  
 PHYSICAL DEVELOPMENT; weight
- Anti-social behavior**, *see* delinquency
- Apparatus**, *see* equipment
- Appearance**, *see* body build; character—appear.; intelligence—est.; personality—est.; pictures—personality
- Applications**, *see under* research
- Apportionment of funds**, *see* budgeting;  
 federal support; state support
- Appraisal**, *see* EVALUATION; *see partic. subj.*  
 (subheads: appraisal, effectiveness, evaluation, or measurement)
- Appreciation**  
 teaching, 3: 336; 10: 116  
*see also under* art; literature; motion pictures; music; pictures; poetry; *see* esthetic development
- Apprentice teachers**, *see* teacher ed.
- Approximation**, *see* estimation; mathematics—approximate; prediction
- Aptitude**, 5: 215-28, 452; 8: 257-68; 9: 517; 11: 42-56  
 for college, 5: 221; 8: 500; 9: 517; 11: 97  
 (see also college students—admis.)  
 for high school, 8: 500; 9: 517  
 testing programs, 5: 218  
*see also* adults; aptitude t.; automobile driving; aviation; clerical apt.; employment t.; mechanical apt.; PREDICTION; professional apt.; readiness; salesmanship; vocational apt.; particular subject (subhead, prediction or aptitude)
- Aptitude tests**, 5: 215-28; 8: 257-68; 9: 517; 11: 42-56  
 criteria for, 5: 215, 217, 225; 8: 268; 11: 42, 49  
*see also* achievement tests; APTITUDE
- A Q**, *see* accomplishment quotient
- Architects**, 2: 370; 12: 168, 187, 224  
*see also* school buildings
- Architecture**, 1: 386  
*see also under* school buildings
- Areas**, *see* political and social areas; territorial units
- Areas of life**, *see* life activities
- Arithmetic**, 1: 261-66, 354-60; 4: 140-43; 5: 14-30; 7: 160-62, 453-63; 11: 371; 12: 386-411  
 abilities of first-grade children, 1: 14; 3: 308; 4: 141; 7: 453, 542; 9: 32; 11: 512  
 achievement in, 7: 454; 12: 406  
 activity education, 7: 160, 456, 460, 542  
 addition, 1: 265; 12: 394  
 analysis of social needs, 1: 13, 387; 4: 140; 5: 25; 11: 372; 12: 387  
 approximate (*see under* mathematics)  
 changes in, 5: 26  
 checking, 7: 455  
 college, 3: 329; 4: 204; 5: 23  
 commercial (*see* commercial arithmetic)  
 concepts, 1: 25, 356; 3: 285, 295, 312; 5: 28; 7: 161, 453, 542; 8: 236; 9: 32, 289  
 crutches, 5: 15, 18  
 curriculum, 1: 354; 4: 140-43; 7: 160-62; 12: 387, 405  
 decimals, 2: 15  
 diagnosis, 1: 264; 3: 332; 5: 21; 7: 457; 8: 505; 12: 395, 407, 487  
 difficulty of material, 5: 22, 26; 7: 461;  
 (see also subhead, grade)  
 division, 3: 313, 324; 4: 141; 5: 15, 17; 7: 455; 12: 393  
 drill, 1: 261, 358; 2: 18; 3: 314; 5: 17, 27; 7: 162, 456, 463, 543  
 enrichment, 4: 140, 142; 7: 460  
 error studies, 1: 265, 358; 3: 285, 302; 5: 21; 7: 458; 11: 372; 12: 396  
 experiential background, 4: 141; 7: 460  
 first-grade (*see subhead*, abilities)  
 generalization (*see subhead*, transfer)  
 genetic aspects, 4: 141; 7: 161, 454, 542  
 grade placement, 1: 32; 3: 283, 344; 4: 142; 5: 14, 26; 7: 160, 462; 12: 390  
 high-school, 4: 485; 8: 54; 11: 371; 12: 405-11  
 incidental teaching, 7: 161, 461  
 intelligence and, 3: 285; 5: 15, 25  
 measurement, 1: 358; 3: 21; 7: 160, 457; 12: 396  
 methods of teaching, 1: 24, 261-66, 359; 3: 323, 329; 5: 16-30; 7: 455; 8: 505; 12: 392  
 motivation, 1: 357; 3: 308; 5: 17  
 multiplication, 1: 265; 3: 305  
 nationality and, 5: 30  
 needed research, 7: 457  
 number abilities, 1: 14; 3: 308; 5: 14; 7: 453  
 objectives, 7: 160, 457  
 permanence of learning, 5: 22  
 problem solving, 1: 26, 263, 355, 389; 2: 14; 3: 285, 295, 329, 334; 4: 142; 5: 18, 24; 7: 459; 11: 372; 12: 395, 407 (*see also under* mathematics)  
 psychology of, 1: 354-60; 5: 14-30; 7: 453-63, 542; 12: 392  
 radio instruction, 5: 20  
 readiness, 1: 299; 3: 299; 5: 14; 7: 453; 12: 388  
 reading and, 5: 24; 7: 454  
 reading numbers, 1: 335  
 remedial instruction, 1: 359; 3: 332; 5: 21; 12: 395  
 sex differences, 3: 308; 5: 28  
 social, 7: 160, 454  
 social utility (*see subhead*, analysis)  
 special disability, 3: 307  
 subtraction, 1: 266; 3: 323; 5: 16; 12: 393  
 teacher education, 1: 360  
 tests (*see subhead*, measurement)

textbooks, 1: 45; 4: 142; 5: 26; 7: 162, 460, 462; 12: 397

transfer of training, 1: 266; 3: 286, 292; 4: 141; 5: 20; 7: 456; 9: 270

understanding, 7: 454, 543

visual aids, 3: 324; 12: 409

vocabulary, 1: 14; 3: 295; 4: 141; 5: 27; 7: 454

*see also* computation; mathematics

Army, post schools, 9: 340

*see also* World War II

Art, 1: 271, 392-94; 4: 171-75, 498-500; 5: 45-47; 7: 128, 464; 8: 7-10; 11: 376-86

ability, 1: 271; 5: 46; 9: 34; 11: 409

and life (*see subhead*, values)

appreciation, 1: 271; 5: 46; 7: 465; 11: 45, 380

aptitude, 1: 392; 8: 263; 11: 45, 381

college, 4: 498; 5: 45; 11: 377

creative, 7: 128, 464; 11: 379, 518

curriculum, 4: 173; 5: 6, 45; 7: 128, 464

elementary-school, 4: 498-500; 5: 6

emotional response, 7: 465

expression (*see subhead*, creative)

factor analysis, 11: 46

high-school, 4: 498-500; 5: 45-47

individual differences, 1: 271; 8: 8

integration with other subjects, 7: 128, 464; 11: 376

intelligence and, 1: 272; 4: 498; 8: 8; 11: 349, 381

interests (*see subhead*, preferences)

measurement, 1: 272, 392; 4: 171, 498; 5: 46; 7: 466; 8: 8; 11: 45, 381; 12: 34

mental hygiene, 10: 457

methods of teaching, 1: 271; 4: 173; 5: 45-47; 7: 465; 11: 377

motion pictures, 5: 45; 7: 466

needed research, 4: 174; 7: 130, 466; 8: 10

objectives, 1: 10; 4: 173; 5: 45; 7: 465

prediction (*see subhead*, aptitude)

preferences, 5: 45; 8: 7; 11: 378

(*see also* under color; pictures)

psychology of, 1: 271, 392-94; 4: 498-500; 5: 45-47; 7: 464; 8: 7

race and nationality, 4: 500; 8: 8; 11: 349

radio, 11: 377

sex differences, 4: 499

talent (*see subhead*, aptitude)

taste (*see subheads*: preferences; appreciation)

teacher education, 11: 378

tests (*see subhead*, measurement)

therapy, 10: 457

transfer of training, 8: 8

trends, 5: 45; 7: 128, 464

values of, 4: 175; 7: 128; 8: 7; 11: 376

vocabulary, 7: 466; 8: 9

*see also* cartoons; drawing; esthetic development; museums; pictures

Articulation of school units, 4: 199; 6: 224; 7: 369

*see also* colleges and univ.—rel.; junior high schools; secondary schools

Ascendancy-submission, *see* aggressiveness

Assemblies, 12: 75

Assessed valuation, *see* financial abil.

Assignments, 2: 63; 4: 477, 481

*see also* contract method; home study

Associations, *see* CLUBS AND YOUTH ORGAN.; parent-teacher assn.; state ed. assn.; teachers assn.; American Historical Assn.; National Ed. Assn.; North Central Assn.; Progressive Ed. Assn.

Assortative mating, *see* marriage

Assumptions

in research, 1: 21; 9: 468; 10: 79; 12: 502, 515

logical, 12: 425

statistical, 9: 531, 559-61; 12: 502, 515

*see also* under activity ed.; frequency st.; measurement; *see* EDUCATIONAL PHILOSOPHY; interpretation of data

Athletes, 4: 192; 7: 483; 10: 372; 11: 566

*see also* heads following; *see* achievement

Athletic ability, 5: 50, 51, 53; 7: 483

optimum age, 11: 564

*see also* motor abil.; sports—skill

Athletics, 4: 503; 5: 288, 289; 10: 371, 470; 11: 233; 12: 76

ability (*see preceding head*)

college, 6: 215; 7: 483; 10: 372; 12: 76, 249

diet, 10: 470

equipment, 8: 356; 424

finance, 3: 226; 12: 249

high-school, 10: 371

intercollegiate, 6: 215

intramural, 10: 372

scholarship and (*see* achievement)

*see also* coaching; physical education; sports; student activities

Attainment, *see* achievement

Attendance, 3: 186-93; 6: 157-63; 9: 161-68; 12: 23-26

amount, 3: 186, 188, 192; 4: 72; 6: 159; 9: 164; 12: 24

(*see also* amount of schooling)

enforcement cost, 3: 193; 4: 73; 6: 163; 10: 314

enforcement practices, 4: 73; 12: 26

exemptions, 3: 193

history, 3: 186, 194; 6: 157, 359

improvement of, 3: 191; 6: 161, 162; 9: 165; 12: 25

legal aspects, 3: 187, 429; 6: 157; 9: 167

methods of study, 4: 72

needed research, 4: 74

officers, 3: 190; 6: 162; 9: 165; 11: 221

services, 3: 189, 193; 12: 26

*see also* absence; attendance districts; non-attendance; persistence in school; school census; truancy

Attendance districts, 8: 126

intra-city, 2: 359, 361; 5: 156

legal aspects (*see* territorial units)

reorganization, 8: 126; 11: 198

size and shape, 2: 359, 361; 8: 126

*see also* distance; size of schools; TERRITORIAL UNITS

Attention, 6: 39; 12: 300

Attention getting, 11: 482

Attitude scales, *see* attitudes—meas.



**Attitudes**, 4: 11; 5: 259-72; 6: 189, 215; 7: 163; 8: 67, 276-81, 298; 9: 471; 10: 21, 27, 183, 260, 437; 11: 68, 94, 448  
 changes (*see subhead, factors*)  
 depression and, 6: 189; 8: 301; 10: 431  
 factors affecting, 3: 291; 5: 32, 73; 6: 189, 479; 7: 22, 170; 8: 45, 68, 280, 299, 301; 10: 27, 33, 431, 437; 11: 95, 97, 391, 450, 468; 12: 10, 312, 349  
 (*see also other subheads*)  
 measurement of, 2: 227; 5: 260, 270; 6: 480; 7: 472, 516; 8: 63, 276, 312; 11: 68-71, 80, 99, 466; 12: 349  
 motion pictures and, 2: 232; 3: 336; 5: 261; 6: 46; 7: 66; 10: 33, 433; 11: 98, 453; 12: 258  
 newspapers and (*see public opinion*)  
 propaganda, 7: 514; 12: 312, 508  
 relief (financial) and, 5: 259; 8: 301  
 surveys, 8: 298; 9: 150, 153, 157; 10: 27; 11: 94, 101  
 toward—(*see partic. group or area*)  
*see also areas*: civic; economic; health; international rel.; introversion; liberalism; marriage; moral; prohibition; public opin.; race rel.; religious; scientific; sex; social; superstitions; wants and wishes; war  
*see also groups*: children; college students; elementary-school pupils; high-school pupils; parents; superintendents; teachers; youth  
**Atypical children**, *see exceptional*  
**Auditing of accounts**, 2: 103; 5: 167; 11: 180, 231, 235  
**Auditorily handicapped**, *see deaf*  
**Auditorium**, 2: 386; 5: 338; 8: 382; 12: 147, 205  
*see also assemblies; stage*  
**Auditory aids in instruction**, 1: 27; 3: 335; 6: 314; 12: 305-22  
*see also aural; phonograph; radio; records (sound); particular subject*  
**Auditory defects**, *see deaf and hard-of-hearing; hearing defects*  
**Aural presentation**  
 by mechanical means, 9: 279, 284; 12: 301, 312, 313  
*see also lecture method; motion pictures—sound; objective tests—aural*  
**Australia**, education, 8: 503; 9: 366  
**Authority**, 6: 326; 11: 481; 12: 77, 280  
 vs. development, 1: 400; 10: 409  
*see also boards of ed.—powers; democracy; discipline; leadership; legal basis of ed.; parent-child relations*  
**Autobiographies**, 6: 529; 9: 206-209; 10: 431, 452  
**Automechanics**, 4: 181  
**Automobile driving**  
 aptitude, 5: 226; 8: 263; 11: 51  
*see also accidents; safety; transportation—drivers*  
**Automobiles**, *see buses*  
**Average schooling**, *see amount of*  
**Aviation**, aptitude, 5: 226; 8: 265; 11: 47, 51

**Background**, *see experiential*  
**Backward children**, *see retarded children*  
**Bands and orchestras**, 1: 296, 397; 8: 386  
**Basal metabolism**, *see metabolism*  
**Behavior**, 4: 507; 9: 472-82; 11: 481, 490  
 birth order and, 10: 420  
 birth traumata and, 11: 289  
 changes in, 6: 534; 7: 23  
 checklists, 2: 239, 242; 8: 514; 9: 526  
 intelligence and, 11: 28  
 knowledge and (*see moral behavior*)  
 patterns, 9: 473; 11: 490, 502  
 premature birth and, 11: 485, 535  
 problems, 5: 267; 6: 499-513; 9: 151; 11: 290, 480-83  
 (*see also maladjusted children*)  
 rating or measurement, 2: 240; 5: 267, 275; 7: 472, 533; 9: 200; 11: 72; 12: 33  
 records (*see anecdotal records; observation; photographic recording*)  
 social (*see social adjustment*)  
 underlying factors, 8: 269; 9: 151; 10: 415; 11: 481, 490; 12: 485  
*see also adjustment; CHARACTER; delinquency; moral behavior; observation*  
**Belgium**, colonial education, 9: 398  
**Beliefs**, *see attitudes; misconceptions; superstitions*  
**Benzedrine**, 11: 542  
**Best hour of day**, *see hour of day*  
**Bible reading**, *see religious ed.—public*  
**Bibliographical work**, 4: 92-96; 9: 453-55  
 aids, 8: 228, 551; 9: 453, 457, 461, 577, 586; 12: 460-78  
 (*see also directories; periodicals (professional)—lists; theses—guides*)  
*see also historical meth.; legal research; microphotography; style*  
**Bibliographies for chapters in the REVIEW can be located by consulting page citations which are hyphenated**  
**Bidding**, *see purchasing*  
**Bilingual children**, 6: 30, 184; 7: 481, 502; 8: 242, 503; 10: 120; 11: 340-52  
 achievement, 11: 348  
 adjustment, 11: 340  
 curriculum, 11: 344  
 in other countries, 11: 341, 345  
 intelligence, 5: 213; 9: 25, 293; 11: 340, 511  
 methods of teaching, 10: 121; 11: 346  
 needed research, 11: 349  
 vocabulary, 7: 481; 11: 341, 346  
*see also foreign-speaking persons; language; nationality; speech*  
**Biographies**  
 baby, 9: 9  
 educators, 9: 348  
*see also directories; life histories*  
**Biology**  
 curriculum, 1: 18, 23, 380; 4: 166, 206; 7: 165  
 teaching, 2: 21, 25, 28; 3: 335; 6: 319; 8: 60, 509; 12: 412, 417  
*see also botany; science; zoology*  
**Birth factors**, *see heads following this; see age differences; premature birth*

- Birth injury**, *see* birth traumata
- Birth measurements**, *see* neonates
- Birth month**, *see* intelligence—season; physical devel.—season of birth
- Birth order**, *see* under behavior; intelligence; physical devel.; speech defects; *see also* age diff.; “only” children; personality—family factors
- Birth place**, *see* geographic factors
- Birth rates**, 10: 7  
     differential, 8: 243; 9: 26; 10: 5, 24; 11: 510, 536  
     *see also* family—size of; fecundity; vital statistics
- Birth traumata**, *see* under behavior; mental defects; speech defects
- Birth weight**, *see* under weight
- Birth year**, *see* trends
- Blackboards**, 2: 385; 8: 412; 12: 204
- Blind**, 3: 240; 6: 228; 9: 182; 11: 315-19  
     achievement, 5: 30  
     adjustment, 9: 182; 11: 103, 317  
     intelligence, 2: 317; 3: 106; 6: 112; 11: 533  
     measurement, 9: 182; 11: 316  
     methods of teaching, 7: 524; 11: 317  
     residential schools, 11: 318  
     teacher education, 11: 318  
     vocational training, 11: 318  
     *see also* VISUALLY HANDICAPPED
- Boards of education**, 4: 404-407; 7: 394; 10: 331  
     attitudes, 5: 265  
     committees, 4: 406; 10: 332  
     history, 4: 404, 408  
     need for, 7: 395  
     powers and duties, 3: 390-98, 409-14; 4: 357; 7: 394; 10: 339  
     (*see also* contracts; liability; rules)  
     qualifications, 7: 396  
     salaries, 7: 396  
     size, 4: 404  
     *see also* county school sys.; state school administration; superintendents
- Boards of trustees**, 3: 445; 4: 426; 7: 312, 413-16; 10: 347
- Body build**, 1: 398; 2: 226; 3: 122, 138, 155; 6: 105; 9: 62, 75, 94; 11: 103, 578  
     *see also* appearance; physical devel.
- Body chemistry**, *see* endocrine glands; metabolism; vitamins
- Body measurements**, *see* anthropometry
- Body type**, *see* body build
- Bonded debt**, 5: 142; 8: 113; 11: 190; 12: 185, 193  
     limits, 3: 405; 8: 114, 453; 11: 191; 12: 186, 221  
     *see also* bonds; debt service
- Bonds**, 2: 114; 11: 192; 12: 221  
     legal aspects, 3: 405; 8: 453; 11: 229; 12: 184, 221  
     *see also* bonded debt; campaigns; capital outlay; fiducial bonds
- Bookkeeping and accounting**, 7: 133  
     error studies, 4: 493  
     single vs. double periods, 4: 190  
     teaching, 1: 388; 2: 70; 4: 492; 8: 17  
     *see also* accounting
- Booklists**, for children, 4: 138
- Books**, *see* bibliographical; booklists; fiction; libraries; reading (vol.)—preferences; textbooks; workbooks
- Borrowing**, *see* bonds; capital; loans
- Botany**, 1: 385; 2: 21; 3: 297; 8: 61  
     *see also* biology; science
- Boy Scouts**, 5: 290; 6: 208; 7: 58, 471; 10: 364, 373; 11: 292, 462  
     *see also* clubs and youth organizations
- Brain**, 9: 95  
     cerebral dominance (*see* laterality)  
     extirpation, 11: 34  
     growth, 3: 140; 9: 68  
     potentials, 9: 567; 10: 82; 11: 34, 104  
     *see also* birth traumata; cerebral
- Bright children**, *see* gifted children
- Broken homes**, *see* home conditions
- Budgeting**, 2: 105-7, 117; 5: 127-30, 144, 167; 8: 133-41, 143; 11: 172-77  
     administration and control, 5: 128; 8: 139; 11: 175  
     evaluation, 2: 106; 5: 130; 8: 134  
     legal aspects, 3: 404; 11: 231  
     needed research, 11: 173  
     publicity, 8: 137, 162; 11: 231; 12: 564  
     *see also* accounting; auditing; expenditures—legal; finance—planning
- Buildings**, *see* school buildings
- Bureaus of research**, 9: 576-85  
     *see also* under city sch. sys.; colleges; state sch. admin.; organized rsch.
- Bus drivers**, *see* transportation—drivers
- Bus routes**, *see* transportation—routes
- Buses**, 8: 426-31; 11: 206-8  
     maintenance, 11: 207  
     ownership (*see* transportation—pub.)
- Business**, status and trends, 10: 11
- Business administration**, 2: 95-182; 5: 121-84; 7: 399; 8: 133-70; 11: 133-246  
     evaluation, 7: 399; 11: 220  
     legal aspects, 3: 392; 11: 227-40  
     (*see also* contracts; liability)  
     office practices (*see* finance office)  
     organization, 4: 409, 427; 5: 146; 7: 399  
     principles, 11: 220  
     research, 2: 114; 11: 139, 241  
     *see also* accounting; auditing; budgeting; business mgr.; colleges; economies; equipment; expenditures; FINANCE; funds; insurance; inventory; lunchrooms; maintenance; non-teaching personnel; operation; purchasing; real property; reports; school buildings; selling; sites; supplies; transportation; unitary vs. multiple executive
- Business arithmetic**, *see* commercial
- Business education**, 7: 132; 8: 17; 11: 369  
     college, 7: 184; 11: 370  
     curriculum, 1: 19, 387; 7: 133  
     *see also* commercial education; economies; salesmanship
- Business girls**, interests, 1: 389
- Business management**, *see* business admin.
- Business managers**, 3: 392, 412; 4: 409  
     *see also* business admin.; liability

- Cadet teachers**, *see* teacher education
- Cafeteria**, *see* lunchrooms
- Calculating machines**, *see* tabulating mach.
- Calculation**, *see* computation
- Campaigns for school support**, 2: 113; 11: 137, 151; 12: 221  
*see also* public relations
- Camping**, 10: 429
- Camps**, 7: 56; 12: 440
- Canada**, education, 9: 365; 12: 119  
finance, 9: 404  
history, 6: 377-82
- Capital outlay**, 5: 141, 403  
borrowing vs. pay-as-you-go, 5: 141, 403; 8: 122; 11: 200; 12: 193, 222  
federal support, 8: 179; 11: 162, 235; 12: 162, 184, 192  
financing, 2: 361, 372; 5: 129; 8: 453; 12: 184, 193, 221-23, 243  
legal aspects, 8: 453; 12: 184  
state support, 3: 403; 5: 403; 8: 132, 183; 11: 166; 12: 238  
*see also* bonds, campaigns; real property
- Cardiac**, *see* heart
- Caries**, *see* teeth
- Carpal bones**, *see* skeletal maturity
- Carry-over to life**, *see* transfer to life
- Cartoons**, understanding, 4: 155; 5: 47, 79; 8: 222
- Case study**, 7: 36, 40; 9: 209-12, 483-90; 12: 36, 479-91  
examples, 1: 291; 3: 332; 6: 533; 7: 19; 10: 458  
instructional material, 9: 486  
needed research, 4: 83  
records, 7: 36; 9: 212  
*see also* clinical work; delinquency; factor clusters; follow-up stud.; gifted chil.; interviews; personal doc.
- Case work**, *see* case study
- Cash**, *see* funds
- Categories**, *see* classification
- Causation**, 8: 311; 12: 296  
*see also* experimentation; in general, *see* the thing affected
- Census**, *see* population; school census
- Census tracts**, 12: 152, 153
- Central American**, *see* Latin American
- Central sound system**, *see* under radio
- Centralization**, of educational control, 1: 165; 3: 387; 4: 22, 367; 5: 162, 168; 7: 363, 405, 412; 8: 108, 132, 173; 10: 308; 11: 160, 165; 12: 237  
*see also* legal basis; territorial units
- Cephalic index**, *see* head
- Cerebral dominance**, *see* laterality
- Cerebral lesions**, *see* birth traumata
- Cerebral palsy**, 11: 324
- Certification**, *see* next head; *see* under counselors; superintendents
- Certification of teachers**  
legal aspects, 1: 115; 3: 423; 4: 412; 7: 307; 10: 250  
state requirements, 1: 78; 4: 277; 7: 307; 11: 369  
*see also* teacher employ.; teacher exam.
- Changes**, *see* under arithmetic; attitudes; behavior; family; intelligence; social conditions; technological; *see also* adaptation; growth; history; mobility; objective tests—changes in answer; reorganization—; tenure—turnover; TRENDS; variability
- Character**, 3: 211  
appearance and, 2: 197; 5: 275  
heredity and, 7: 468  
measurement, 1: 291; 2: 183-270; 3: 211; 5: 242-90, 466; 7: 61, 472, 527; 8: 269-91; 11: 64  
*see also* next head; *see* BEHAVIOR; delinquency; honesty; MORAL BEHAVIOR; motivation—of misconduct; personality
- Character education**, 1: 290; 2: 76; 4: 504, 507; 5: 31-36, 288, 463; 6: 289; 7: 61, 467-73, 527; 8: 11-14, 302; 10: 423; 11: 450  
indirect or incidental, 5: 289, 463; 6: 289  
*see also* adjacent heads; correctional ed.; Denver; religious ed.; Washington
- Character Education Inquiry**, 2: 207, 208, 213, 235, 239; 3: 211; 5: 275; 7: 61
- Characteristics**, *see* under school population; *see* particular group
- Cheating**, 2: 209; 6: 192, 217; 7: 471; 8: 11, 13, 286; 10: 29; 11: 122, 424, 467  
*see also* honesty; lying; moral behavior
- Checklists**, 1: 135; 2: 239, 242; 4: 194, 197, 262; 5: 77, 157; 6: 331; 7: 399, 529; 8: 374, 514; 9: 524-27; 10: 338, 341, 471; 11: 216, 222, 223; 12: 141  
*see also* EVALUATION; score cards
- Chemistry**, 3: 290; 8: 64; 12: 432  
college, 1: 386; 2: 27; 3: 309; 7: 180  
curriculum, 1: 18; 8: 65; 10: 30; 12: 414  
methods of teaching, 2: 21; 3: 323; 4: 476; 8: 65  
sex differences, 3: 309, 310  
*see also* science
- Chi-square**, *see* tests of significance
- Chief state school officer**, *see* state school administration—superintendents
- Child accounting**, 4: 22  
definitions, 3: 189, 195, 206  
*see also* amount of sch.; attendance; enrollment; permanent records; persistence; reports on pupils; school census
- Child guidance clinics**, 5: 244, 467; 6: 194; 10: 445; 11: 99; 12: 110  
evaluation, 10: 449  
*see also* clinical work; GUIDANCE
- Child labor**, 6: 235-42
- Child psychology**, *see* adjacent heads; *see also* CHILDREN; psychiatry—child
- Child study**, 4: 65-71; 7: 482  
*see also* adjacent heads; CHILDREN; GROWTH AND DEVELOPMENT; observation
- Child training**, 4: 183  
*see also* home and family life—ed. by
- Child welfare**, *see* adjacent heads; delinquency; institutions; psychotherapy
- Children**, 7: 76  
attitudes (general), 10: 437; 11: 101  
attitudes toward parents, 6: 481; 7: 54; 8: 277; 10: 417; 11: 59, 101, 482, 486

- interests, 1: 298, 334; 2: 214; 6: 47; 8: 276;  
10: 438
- mental development, 3: 91; 6: 17-48; 9:  
18-37, 148
- out-of-school activities, 6: 180; 10: 25,  
429; 12: 436
- physical development, 6: 49-84; 9: 18-37,  
147; 12: 5
- problem children (*see* maladjusted)
- social and emotional devel., 11: 488-92
- vocabulary, 1: 277, 299; 7: 141, 480; 10:  
93; 12: 498
- see also* adolescents; child—; EXCEPTIONAL  
CHIL.; foster chil.; growth and devel.;  
handicapped chil.; infants; maladjusted;  
mountain chil.; normal chil.; "only"  
chil.; orphans; parent-child rel.; pre-  
school children; pupils; SCHOOL POPULA-  
TION; whole child; youth
- China**, education  
finance, 9: 404  
history, 9: 384-87  
measurement, 5: 443  
research, 5: 444
- Chinese**  
intelligence, 2: 292; 3: 212; 8: 243; 9: 27  
personality, 8: 295  
physical traits, 9: 56
- Choices**, *see* preferences
- Church-controlled schools**, 10: 311  
enrolment, 10: 311  
history, 6: 358  
*see also* non-public education
- Churches**, *see* religion
- Cinema**, *see* motion pictures; photographic  
recording
- Cities**, rating of, 10: 16; 12: 151  
*see also* city—; cost of education—urbani-  
zation; urban culture
- Citizens' knowledge of schools**, *see* knowl-  
edge about schools
- Citizenship education**, 1: 366; 4: 463; 7: 166,  
170; 10: 45; 11: 421-26, 435, 459-60  
effectiveness, 10: 45  
objectives, 1: 15; 11: 424  
*see also* civic attitudes; civics; delinquency  
—ed.; democracy; non-school ed. agen-  
cies; social studies
- City children**, *see* urban—
- City planning**, 5: 394; 12: 155  
*see also* planning; urban culture
- City school systems**  
administration, 4: 404-10; 7: 396-400  
bureaus of research, 4: 23; 9: 581-84  
legal aspects, 3: 384, 390-442  
requirements of teachers (*see* teacher em-  
ployment—city requirements)  
surveys, 9: 512; 12: 493  
*see also* LOCAL SCHOOL SYSTEMS
- Civic attitudes**, 1: 289; 8: 67, 510; 11: 68,  
423-26  
*see also* citizenship ed.; liberalism; public  
opinion; social attitudes
- Civic knowledge**, 10: 17; 11: 435  
*see also* contemporary problems; knowl-  
edge about schools
- Civics**, 1: 14  
understanding of concepts, 7: 515, 516  
vocabulary, 1: 289  
*see also* citizenship education; civic—
- Civil service employees**, *see* non-tchg.
- Civilian Conservation Corps**, 7: 59, 157, 392;  
8: 13; 9: 194; 10: 81, 365; 11: 333, 431, 554;  
12: 119
- Class schedules**, *see* recitation sched.
- Classes**, *see* size of classes
- Classical education**, 9: 391-94
- Classical investigation**, 1: 371; 2: 56; 10: 132
- Classical languages**, *see* Latin
- Classics**, *see* under literature
- Classification**  
of cases (in research), 9: 467, 473, 485; 10:  
25, 441; 12: 93  
*(see also* coding; definitions; identifica-  
tion; tabulating machines)  
of expenditures (*see* under accounting)  
of occupations (*see* under occupations)  
of personnel (*see* non-teaching—sal.)  
of pupils (*see* next head)
- Classification of pupils**, 1: 200-30, 372; 2:  
301; 3: 51; 5: 59  
*see also* ABILITY GROUPING; acceleration;  
age-grade status; placement t.
- Classroom design**, 12: 141, 179  
*see also* blackboards; color; school build-  
ings—adaptation; seating
- Classroom organization**, *see* instructional  
organization
- Classroom teaching**, *see* instruction  
research for (*see* research—applic.)
- Cleaning**, *see* blackboards; floors; laundry;  
operation of school plant
- Clerical aptitudes**, 2: 324; 5: 225; 8: 257;  
11: 49
- Clerical tests**, *see* preceding head
- Clerical training**, 1: 19, 387; 11: 368  
*see also* clerical apt.; COMMERCIAL ED.
- Clerks**, school, 11: 221  
*see also* clerical training; non-teaching per-  
sonnel; office—practices
- Clinical work**, 4: 69; 5: 32, 204  
approach, 7: 36; 11: 487  
counseling, 5: 467; 9: 214-17  
evaluation, 9: 216  
*see also* case st.; child guidance cl.; diag-  
nosis; psychotherapy
- Clothing**, *see* home arts
- Clubs and youth organizations**, 7: 57; 10:  
364; 11: 462  
appraisal, 10: 372; 11: 461  
*see also* academic interest clubs; Boy  
Scouts; citizenship training; fraternities;  
future teachers clubs; groups; non-school  
educational agencies
- Cluster analysis**, *see* factor clusters
- Coaching**, 1: 400  
*see also* athletics; physical ed.
- Codes**, *see* coding; ethics; school bldg.
- Coding**, 3: 207; 12: 552  
addend, 5: 230, 235; 12: 552
- Cohesiveness**, *see* groups—homogeneity
- Collecting**, 6: 48

**College education**, *see heads following; see HIGHER EDUCATION; partic. subj.*

**College entrance examinations**, 1: 361, 381; 4: 169, 492  
*see also* college students—admission

**College presidents**, *see* colleges—administrative officers

**College professors**, 10: 214  
 legal status, 3: 445; 7: 312  
 research by, 9: 585  
*see also* academic freedom; colleges—organization, and teaching; participation in admin.; retirement; salaries; teaching load; tenure

**College students**, 6: 188-93; 9: 155-60; 12: 12-15  
 achievement, 1: 181; 3: 284; 5: 223; 6: 114, 190; 8: 19; 9: 94, 156, 158, 175; 10: 424  
*(see also* prediction; *partic. subj.)*  
 adjustment, 6: 493; 8: 293; 9: 158; 10: 425, 435; 11: 95; 12: 14, 117  
 admission, 3: 443; 4: 271; 5: 221, 238; 6: 169; 9: 156; 12: 364  
*(see also* aptitude—for college; college entrance exam.; colleges and univ.—relations; Eight-Year Study; placement tests; prediction)  
 age, 6: 188  
 aptitude (*see* aptitude—for college)  
 attitudes, 5: 223, 261-70; 6: 189, 493; 8: 277, 300; 9: 157, 520; 10: 374; 11: 94; 12: 13, 71  
 counseling (*see* guidance—college)  
 dismissal, 3: 443  
 finances, 2: 130; 6: 216; 9: 157; 10: 467; 12: 15, 92  
 freshmen (*see as main head*)  
 graduates (*see* alumni)  
 health, 6: 205; 9: 189; 10: 467  
*(see also* subhead, physical status)  
 housing, 3: 443; 5: 390; 6: 205; 8: 425; 9: 157, 189; 10: 468; 12: 79  
 intelligence, 5: 222; 8: 247  
 interests, 5: 223, 269; 11: 96  
 number of (*see* colleges—enrollment)  
 personality, 5: 220, 223; 9: 158; 11: 63, 65; 12: 14, 485  
 personnel needs (*see* guidance—col.)  
 physical status, 6: 82; 9: 51, 57, 155; 11: 573, 574, 576; 12: 12  
 physical status trends, 6: 73; 9: 57; 11: 576; 12: 12  
 problems, 9: 159  
 self-help (*see* subhead, finances)  
 success (*see* subhead, achievement; *see* prediction; success in life)  
 vocabulary, 1: 342; 8: 503  
 vocational interests, 6: 193; 9: 159; 12: 14  
*see also* adolescents; follow-up studies; fraternities; prediction; probation; reading; selective factors; student activ.; youth

**Colleges and universities**  
 accounting (*see as main head*)  
 accrediting, 7: 416; 9: 512, 536  
 administration, 4: 425-30; 7: 413, 417-21; 10: 347-50

administrative officers, 4: 427; 7: 417; 10: 349  
 administrative organization, 4: 426, 429; 7: 416  
 admission (*see under* college students)  
 appraisal (*see* subhead, evaluation)  
 buildings, 5: 388-92; 8: 423-25; 9: 512; 12: 249  
 bureaus of research, 7: 420; 9: 584  
 business administration, 2: 116-33; 5: 143-47  
 changes in (*see* instructional org.)  
 cooperation and coordination, 10: 328  
 costs, 2: 124-32; 5: 143  
 curriculum (*see under* higher education)  
 degrees, 3: 443; 10: 327  
*(see also* graduate education)  
 departmental organization, 4: 401  
 directories, 12: 91  
 dormitories (*see* college stud.—hous.)  
 enrolment, 6: 193; 10: 325  
*(see also* subhead, size)  
 entrance exams (*see* college entrance)  
 evaluation, 9: 512, 525; 12: 523  
*(see also* higher ed.—surveys)  
 faculty (*see* college professors)  
 finance, 2: 116-33; 3: 443; 5: 143-47; 11: 235  
*(see also* subhead: costs; *see* accounting; endowments)  
 history (*see under* higher education)  
 instructional organization and regulations, 3: 234-37; 4: 380, 401; 7: 178, 371  
 internal organ. (*see* subhead organ.)  
 legal aspects, 3: 443-49; 4: 425; 7: 412, 421; 8: 458; 9: 351; 11: 236; 12: 249  
 methods of teaching (*see as main head*)  
 organization (*see* subheads: administrative; instructional; *see* higher ed.)  
 orientation (*see* freshmen)  
 personnel work (*see* guidance—college)  
 private, 3: 448; 7: 412; 11: 235  
 relations with high schools, 4: 199; 6: 201; 12: 117, 265  
*(see also* Eight-Year Study; articulation)  
 research (*see* subhead, bureaus; *see* college professors—rsch.; theses)  
 salaries (*see* salaries—college)  
 size, 2: 128  
 size of classes (*see as main head*)  
 state controls (*see* subhead, legal)  
 surveys (*see under* higher education)  
 taxation of (*see* taxation—of school)  
 teaching (*see other* subheads)  
 teaching load (*see as main head*)  
 unit costs (*see* subhead, costs)  
*see also* higher education; aptitude; athletics; boards of trustees; college stud.; deans; general ed.; graduate ed.; guidance; junior col.; libraries; municipal univ.; North Central Assn.; professional ed.; state colleges; teachers col.; World War II; *partic. subject*

**Colonial education (foreign)**, *see under* Belgium; France; Great Britain; Netherlands

**Colonial education (U. S. history)**, 1: 163, 164; 6: 357-63



- Color**, 8: 232; 9: 16  
 classroom, 5: 358; 8: 376, 405; 12: 218, 231  
 preferences, 1: 393; 4: 499; 6: 47; 8: 237;  
 9: 34
- Color blindness**, *see* visual defects
- Combinations**, teaching (*see* teaching—com.)
- Comics**, 1: 334; *see also* cartoons
- Commercial arithmetic**, 1: 387; 7: 162, 461;  
 11: 371  
*see also* arithmetic
- Commercial education**, 1: 387-89; 2: 67-70;  
 4: 489-94; 7: 131-35; 8: 15-18; 11: 367-75  
 analysis of needs, 1: 19; 11: 338  
 (see also vocational opportunities)  
 analysis of occupational requirements (*see*  
 occupational analysis)  
 aptitudes (*see* clerical aptitudes)  
 college, 4: 201  
 curriculum, 1: 19, 387; 4: 186; 7: 131  
 employment (*see* subhead, placement)  
 equipment, 5: 338; 8: 386  
 follow-up studies, 4: 188; 7: 132; 11: 368  
 grade placement, 4: 190  
 history of, 7: 132  
 junior-college, 7: 132  
 methods of teaching, 1: 388; 2: 67-70; 4:  
 489-94  
 objectives, 1: 19  
 placement, 11: 368  
 (see also subhead, follow-up; *see* employ-  
 ment service)  
 psychology of, 1: 387-89  
 teacher education, 11: 369  
 textbooks, 4: 190  
*see also* bookkeeping; business education;  
 clerical training; commercial arithmetic;  
 economics; office—practices; placement  
 service; secretarial training; shorthand;  
 typewriting
- Commercial studies**, *see* commercial ed.
- Commission on Social Studies**, 5: 393; 7:  
 118, 165, 515; 9: 574
- Commonwealth Teacher-Training Study**, 1:  
 16, 80, 99; 9: 470
- Communication**, 10: 12  
*see also* newspapers; propaganda; radio
- Communism**, *see* political theories
- Community activities**, participation in  
 by citizens, 10: 45  
 by pupils, 7: 166; 10: 45  
 by teachers, 10: 20, 265; 11: 460; 12: 445  
*see also* ACTIVITIES; time records
- Community and school**, 10: 14-22, 362-69;  
 11: 438, 453, 459-64; 12: 141, 265  
 cooperation, 10: 17, 366; 11: 393; 12: 143  
*see also* adjustment—in community; citi-  
 zenship ed.; civic attit.; community—;  
 curriculum—community mater.; EDU-  
 CATION AND SOCIETY; field trips; home  
 and school; knowledge about schools;  
 public relations; SOCIAL BACKGROUND OF  
 EDUCATION; social effectiveness of ed.;  
 teachers—community expectations
- Community centers**, 12: 176  
*see also* community use of school
- Community needs**, *see* next head; *see* analy-  
 sis of social needs; social welfare
- Community studies**, 4: 49; 10: 15, 362, 366;  
 11: 459; 12: 143, 145, 151, 494  
*see also* analysis of social needs; social sur-  
 veys; vocational opportunities
- Community use of school plant**, 5: 396; 8: 13;  
 10: 367; 12: 141, 172, 176, 195  
 legal aspects, 3: 413; 8: 457; 11: 234; 12: 243
- Comparability of data**, 3: 13, 108; 11: 180,  
 186, 533, 536  
*see also* standard groups; *see* next head
- Comparable measures**, 3: 36; 5: 216, 221,  
 238; 8: 544; 9: 93  
*see also* achievement tests—comparable;  
 intelligence tests—comp.; isochrons;  
 marking—plans; scaling; test construc-  
 tion; unit of meas.
- Comparable tests**, *see* under achievement  
 tests; intelligence tests
- Comparative education**, 6: 400-16; 9: 361-411  
*see also* (subhead: foreign, or in other coun-  
 tries) under adult ed.; bilingual chil.;  
 guidance; higher ed.; measurement; re-  
 search; school bldgs.; science; support  
 of ed.; surveys; vocational ed.; *see* FOR-  
 EIGN EDUCATION; history of ed.
- Competition**, for attention, *see* attention get-  
 ting
- Complexes**, *see* emotional adjustment
- Complex processes**, learning, 1: 25  
*see also* comprehension; problem solv.
- Composites**, 8: 309; 9: 532-42, 530
- Composition**, 1: 270, 349; 2: 39; 3: 22; 7: 479;  
 8: 25; 10: 117; 11: 370  
 college, 4: 449, 460; 8: 25, 520; 10: 122  
 creative writing, 7: 476; 8: 507; 10: 113  
 curriculum, 1: 44, 270, 276  
 errors (*see* under English)  
 grading, 1: 349; 2: 39; 3: 22; 4: 139; 7:  
 479; 8: 28, 521  
 (see also essay tests—grading)  
 intelligence and, 2: 39  
 measurement of ability, 8: 517, 520  
 methods of teaching, 1: 351; 2: 39; 3: 326;  
 344; 4: 457; 6: 312; 7: 478; 10: 117  
 oral, 1: 350; 7: 479; 10: 118  
 scales, 1: 350  
 textbooks, 1: 44  
*see also* English; foreign lang.—comp.;  
 journalism; letter writing; poetry
- Comprehension**, 10: 98  
*see also* CONCEPTS; difficulties; grade place-  
 ment; meaning; misconceptions; radio—  
 comprehension; reading (instruc.) —  
 comprehension; textbooks — difficulty;  
 UNDERSTANDING; vocabulary
- Comprehensive examinations**, 5: 492, 494
- Compulsory attendance**, *see* attendance
- Computation**, *see* arithmetic; correlation;  
 mathematics — approximate; slide rule;  
 tables; tabulating mach.
- Concepts development**, 1: 25, 332; 5: 28; 6:  
 40, 295; 9: 31; 11: 514; 12: 7  
*see also* arithmetic—concepts; COMPRE-  
 HENSION; discrimination; experiential  
 background; generalization; language—  
 devel.; moral concepts; perception;

- science—concepts; spatial rel.; understanding; vocabulary—devel.
- Conclusions**, *see* interpretation of data
- Concrete experiences**, *see* direct exp.
- Conditioned responses**, 6: 8; 9: 12, 259; 12: 345
- Conduct**, *see* behavior; moral behav.
- Conduct codes**, *see* teachers—community
- Confidence**, 2: 197
- Conflicts**, 5: 253; 7: 532; 10: 416; 11: 104  
*see also* adjustments; frustration
- Conformity**, 7: 24, 35
- Conservation**  
of human resources, 7: 117; 8: 70; 10: 469  
of natural resources, 7: 75; 8: 69; 11: 353, 435; 12: 373, 415  
of vision (*see* sight saving)  
*see also* land use; textbooks—conserv.
- Conservatism**, *see* liberalism
- Consistency**, in test responses, 2: 229; 5: 473, 476; 8: 271
- Consolidation of schools and districts**, *see* reorganization of school dist.
- Constancy of IQ**, *see* intelligence—changes
- Constitutional basis**, *see* legal basis
- Constitutional type**, *see* body build
- Construction**, *see* test construction; creative expression
- Consultation**, *see* counseling
- Consumers**, education, 1: 382; 7: 163, 167; 11: 367, 373, 389, 393, 401, 426, 434  
*see also* advertising; family income
- Contemporary problems**, 7: 71, 170; 8: 67, 510; 11: 422, 432-36  
knowledge of, 7: 170; 8: 67; 11: 32  
(*see also* civic knowledge)  
position of schools on, 5: 76; 8: 14; 9: 360; 11: 423, 432  
*see also* academic freedom; analysis of social needs; culture var.; current events; documentary analyses; ECONOMIC PROBLEMS; newspapers; propaganda; radio; SOCIAL PROBLEMS; World War II
- Continuation schools**, 1: 191
- Continuous census**, *see* school census
- Contract method**, 2: 10, 44; 3: 235; 6: 319
- Contracts**, 3: 397  
*see also* under school buildings; teacher employment; *see* liability
- Control**, *see* centralization; expenditures—legal controls; legal basis of ed.; unitary vs. multiple executive control
- Controversial issues**, *see* contemporary
- Conversation**, 2: 36; 7: 528; 10: 118, 152  
*see also* discussion; English—oral; language; speech
- Cooking**, *see* home arts
- Cooperation**, 2: 198; 3: 211  
*see also* colleges; community and sch.; junior colleges; participation in admin.; *see next heads*
- Cooperative part-time education**, *see* under vocational education
- Cooperative research**, 9: 571-75, 587  
*see also* field rsch.; organized rsch.
- Cooperative Study of Secondary School Standards**, 7: 416; 8: 422; 9: 152, 524, 536, 572; 10: 322; 12: 88, 527
- Cooperative Test Service**, 5: 456; 8: 543; 11: 118
- Cooperative testing**, *see* testing prog.
- Core courses**, 11: 431
- Corporal punishment**, 3: 419, 433  
*see also* discipline
- Correction for guessing**, *see* scoring
- Correctional education**, 10: 355-62  
evaluation, 10: 359  
needed research, 10: 361  
teacher education, 10: 358  
*see also* behavior—changes; character ed.; delinquency—treatment; INSTITUTIONS; psychotherapy; special education
- Correlation**, of subject matter, 3: 328; 4: 499; 7: 136; 11: 432  
(*see also* English—correl.; social studies—reorganization)  
*see also next head*; *see* abilities; anthropometry; integration
- Correlation (statistics)**, 3: 154; 8: 308; 9: 547; 12: 501  
averaging, 12: 502  
computation, 3: 38; 5: 232; 9: 549; 11: 114; 12: 551  
interpretation, 3: 154; 4: 47; 6: 102  
intraclass, 12: 505  
partial and multiple, 3: 38; 8: 309; 9: 92, 549; 11: 114  
rank, 9: 549; 11: 115  
statistical significance, 12: 501  
*see also* causation; factor analysis; prediction; regression; Spearman-Brown technique; z-transformation
- Correspondence study**, 5: 153; 7: 69; 9: 355
- Cost of education**, 5: 124, 148-50; 7: 401; 8: 148-53; 9: 534; 11: 184-89  
compared with other expenditures, 5: 148; 8: 174; 11: 184  
needed research, 5: 169  
per pupil (*see* unit costs)  
personal, 12: 11 (*see also* college students—finances; persistence in sch.; selective factors)  
returns for different expenditure levels, 5: 169  
trends, 5: 149; 8: 148; 9: 534; 11: 185  
urbanization and, 8: 150; 11: 187  
*see also* attendance—enf.; colleges; depression; economics; government; index numbers; libraries; Negro education; reorganization of sch. dist.—effect; retrenchment; school bldg.; scoring; sites; size of classes; size of schools; transportation; unit costs; vertical units
- Cost of living**, 5: 139; 9: 535, 538  
*see also* family income and expenditures; index numbers; salaries
- Counseling**, 12: 45-65, 90  
*see also* under clinical work; family; *see* GUIDANCE AND COUNSELING
- Counselors**  
certification, 12: 129  
education, 12: 124-34



- qualifications, 3: 221; 12: 126-29  
*see also* GUIDANCE AND COUNSELING
- Counties**, variation in wealth  
*see* financial ability—variation
- County school systems**, 4: 417-25; 7: 401  
 administration, 3: 393; 4: 417-25  
 boards of education, 4: 418  
 surveys, 11: 197-98  
*see also* county units; LOCAL SCHOOL SYSTEMS; rural ed.; superintendents
- County units**, 2: 145; 4: 361; 7: 362, 401; 8: 131, 432, 435  
*see also* TERRITORIAL UNITS
- Courses of study**  
 appraisal, 1: 43; 4: 194-98  
*see also* curriculum; school subjects
- Court decisions**, *see* legislation
- Courts**, *see* juvenile courts
- Cranimetry**, *see* brain; head
- Creative expression**, 1: 301; 4: 7; 8: 514  
*see also* art—creative; composition—creative; drama; project method; motion pictures—produc.; radio—production
- Credit**, *see* bonded debt; loans
- Cretins**, 3: 160; 6: 108; 9: 105; 11: 532
- Cribbing**, *see* cheating
- Crime and education**, 10: 361  
*see also* correctional ed.; delinquency
- Criminals**, 5: 204, 247; 8: 255
- Crippled children**, 3: 240; 6: 228; 9: 182; 11: 322-25  
 adjustment, 6: 516; 11: 323  
 financing education, 3: 402  
 follow-up studies, 11: 325  
 intelligence, 3: 161  
 legal aspects, 3: 394; 11: 322  
 vocational education, 11: 322, 325  
*see also* handicapped children
- Criteria**, *see* field of application
- Critical ratio**, *see* tests of signif.
- Critical thinking**, *see* thinking—careful
- Criticisms**, *see* factor anal.—eval.; measurement; research
- Cultural factors**, *see* heads following; *see* curriculum—rel. to cult.; intelligence tests—cult. free; motor abil.—factors; personality—environment; social adjust.
- Cultural lag**, *see* lag
- Cultural milieu**, *see* adjacent heads; *see* emotional climate; environment; home conditions; social climate
- Culture variations**, 7: 38; 10: 3; 11: 421  
*see also* bilingual chil.; environment; foreign ed.; foreign-speaking persons; intermarriage; lag; minority groups; mountain chil.; nationality; race rel.; racial; regional cultures; rural culture; SOCIAL BACKGROUND OF ED.; social distance; social mobility; social patterns; social surveys; socio-economic status; urban culture
- Cumulative records**, *see* permanent
- Current events**, 3: 330; 8: 31, 72; 12: 526  
*see also* contemporary problems
- Curriculum**, 1: 1-64; 4: 121-252; 7: 113-236—college (*see* under higher education)
- community materials, 10: 18, 362; 11: 438, 453, 459
- elementary (*see* elementary education; activity education; *partic. subj.*)
- evaluation, 1: 43; 4: 194-98; 9: 525  
*(see also* school subjects—eval.)
- high-school (*see* secondary education; *see* particular subject)
- history, 6: 370; 9: 358; 12: 259-64
- legal aspects, 3: 434-42; 5: 76
- organization, 1: 301; 12: 274
- philosophy, 12: 7, 259-73
- practices (*see* subhead, surveys)
- professional, (*see* teacher ed.—curric.)
- relation to culture, 7: 71-79, 115-19; 10: 30-34; 11: 356, 389, 395, 438, 453, 459; 12: 7, 154  
*(see also* analysis of social needs; social background of education)
- reorganization, 7: 124-27, 178  
*(see also* under mathematics; social studies; *see* activity ed.; vertical units—reorganization)
- surveys, 7: 175
- testing (*see* achievement tests—as part units (*see* units of work))
- see also* ACTIVITY ED.; adapting instruc.; bilingual chil.; core courses; courses of study; CURRICULUM MAKING; education and society; enrichment; experimental sch.; general ed.; INSTRUCTIONAL ORGAN.; integration; LEARNING; mental defect.; objectives; outcomes; progressive ed.; retarded chil.; social pressures; survey courses; time allotments; *particular subject*
- Curriculum making**, 1: 5-8; 3: 55; 4: 121-252; 7: 120-23; 10: 30; 11: 389, 393, 395, 438, 459; 12: 259-79  
 approaches to, 4: 4-14, 124-34; 10: 31; 11: 389, 393, 395; 12: 259-73
- life activities (*see* as main head)
- organization for, 1: 7, 46; 7: 120
- principles, 1: 7, 47
- procedures, 1: 6, 46; 4: 131
- research in, 4: 4-14; 9: 466  
*see also* activity anal.; analysis of social needs; CURRICULUM; difficulties; documentary anal.; error st.; follow-up st.; frequency st.; grade placement; interests; objectives; occupational analysis; social utility; textbooks—anal.
- Cursive writing**, *see* handwriting
- Curve fitting**, 5: 233, 240
- Curves**, *see* forgetting; learning; mental development—curves; physical devel.
- Custodians**, *see* janitors
- Customs**, 10: 432
- Czechoslovakia**, education, 9: 377-80, 405
- Daily programs**, *see* under elementary sch.; *see* recitation sched.; activities
- Dalton plan**, *see* contract method
- Data**, *see* classification; comparability; homogeneity; interpretation

- Data-gathering instruments**, *see* checklists; questionnaires; rating-scales; recording of observ.; score cards
- Day**, *see* school day
- Day nurseries**, *see* nursery schools
- Deaf and hard-of-hearing**, 3: 241; 6: 229, 515; 7: 506; 9: 182; 11: 297-305
- adjustment, 5: 250; 6: 515; 8: 296; 11: 103, 503
- college students, 11: 302
- educational provisions for, 11: 297
- intelligence, 2: 316; 3: 106; 6: 112, 229; 8: 256; 9: 183; 11: 35, 302, 534
- language, 10: 120; 11: 303
- lip reading, 8: 256; 11: 299, 303
- methods of teaching, 11: 300
- needed research, 11: 301
- residential schools, 10: 353; 11: 298
- surveys, 11: 298
- vocational training, 11: 300
- see also* hearing; hearing defects; reading (instruc.)—auditory defects
- Deans**, college, 7: 418, 419; 10: 349
- of women, 12: 130
- see also* counselors
- Debt service**, 11: 149; 12: 194
- see also* bonded debt; capital outlay
- Decade**, *see* trends
- Decimals**, *see* under arithmetic
- Defects and deficiencies**, *see* criticisms; error studies; handicapped
- Defense**, *see* national defense
- Definitions (in research)**, 9: 81, 474, 556; 11: 270, 507
- see also* child accounting; classification; identification
- Degrees**, *see* under colleges; graduate ed.
- Degrees of freedom**, *see* analysis of variance; tests of significance
- Deliberative method (research)**, 9: 295; 10: 31
- see also* philosophy; research—synthesis; science—philosophy and
- Delicate children**, 3: 242; 6: 230; 11: 320-22
- Delinquency**, 2: 200; 3: 244; 6: 232, 499-513, 525; 7: 36-43, 471; 10: 412, 420, 440
- areas, 7: 38; 10: 443
- case studies in, 6: 500, 503
- development of delinquent careers, 2: 200; 7: 39, 41; 9: 488; 10: 420
- education and, 6: 232; 8: 499; 10: 47, 360
- environment and, 6: 504; 7: 38; 9: 29, 151; 11: 290
- factors affecting, 2: 189, 201; 6: 232, 504; 7: 37; 8: 303; 9: 151; 10: 26, 47, 420, 442; 11: 289
- (*see also* other subheads; *see* adjustment; physical characteristics)
- follow-up studies, 9: 485; 10: 449
- intelligence and, 2: 314; 3: 94, 244; 5: 204; 6: 501, 506; 8: 254; 9: 29; 11: 29, 289
- mobility and, 7: 38; 11: 290
- personality and, 2: 189; 5: 249; 6: 501; 8: 255; 11: 102
- prediction, 2: 201; 5: 278; 6: 504
- preventive programs, 6: 511; 7: 42; 11: 292
- residential institutions, 3: 244; 6: 509; 11: 288
- treatment programs, 6: 509, 534; 7: 41; 9: 485
- (*see also* child guidance clinics; correctional ed.; psychotherapy)
- see also* adjustment; behavior—anti-social; citizenship ed.; clinical work; correctional ed.; crime and ed.; environment; illegitimacy; juvenile courts; maladjusted; prisoners; truants
- Demand (for teachers)**, *see* teacher employment—supply and demand
- Democracy**, 10: 11, 407; 11: 253, 421-22, 460; 12: 22, 263, 291-92, 295
- in administration, 6: 326; 7: 398; 10: 335, 341
- (*see also* participation in admin.)
- in leadership, 12: 77, 347
- teaching of, 10: 12; 11: 436; 12: 261
- see also* citizenship ed.; leadership
- Demonstration**, *see* laboratory method
- Denmark**, education, 6: 396; 8: 414
- Denominational schools**, *see* church controlled schools
- Density**, *see* under population; school population
- Dentistry**, aptitude, 5: 224; 11: 50
- education, 7: 183
- see also* TEETH
- Dentition**, *see* teeth—development
- Denver**, character ed., 7: 471; 8: 13
- Department heads**, teaching load, 1: 93
- Departmental organization**, *see* under colleges; elementary schools
- Deposits**, *see* funds—management
- Depreciation**, 2: 379; 11: 223; 12: 230
- Depression (economic)**, 4: 44; 5: 158, 259; 6: 237, 484; 8: 107-17, 163; 9: 573; 10: 35, 36, 80, 232
- effects on education, 4: 380, 381; 5: 130, 131; 7: 291, 387; 9: 402, 574; 11: 158
- effects on families, 6: 485; 7: 53; 9: 573; 10: 430-32; 11: 482-83
- effects on individuals, 5: 259; 6: 74, 189, 484; 7: 76; 8: 301; 9: 63; 10: 430-32
- see also* economies; relief; Works Prog.
- Derived scores**, *see* comparable meas.
- Design**, *see* art; classroom; drawing; experimentation; school buildings
- Desires**, *see* motivation; wants
- Deterioration**, *see* depreciation; mental deterioration; senescence
- Development**, *see* growth and development
- Developmental age**, 6: 120
- Deviates**, *see* exceptional children
- Dexterity**, *see* manual tests
- Diabetics**, 9: 104; 11: 33, 102, 321, 540
- Diagnosis**
- of learning, 3: 57, 331; 5: 460; 8: 513-16; 12: 395, 485
- (*see also* difficulties; interviews; *see* under particular subject)
- of personality and adjustment, 6: 526; 10: 451; 11: 58, 80, 288; 12: 46-53, 479-91
- (*see also* adjustment—interviews; personality meas.; projective tech.)

- Diaries**, 2: 202; 7: 529  
*see also* personal doc.; time records
- Dictaphone**, *see* sound rec.; typewriting
- Dictionary training**, 1: 281; 7: 521
- Diet**, 5: 4; 10: 470; 11: 393, 394, 537  
 and growth (*see* mental devel.—nutrition; physical devel.—diet)  
*see also* nutrition; vitamins; weight
- Differences**, *see* culture variations; discrimination; financial ability; individual diff.; nationality diff.; racial diff.; sex diff.; tests of signif.; urban-rural diff.; variability
- Differential**, *see* birth rates; fecundity
- Difficulties**  
 in learning (*see* learning difficulties)  
 in material (*see next head*)  
 in personal adjustment (*see* adjustment)  
 in teaching (*see* teaching—diffic.)
- Difficulty of material to be learned**  
*see under* arithmetic; literature; reading (instruc.); textbooks; vocabulary; *see* grade placement
- Difficulty of test items**, 2: 295; 3: 24, 36; 5: 480; 11: 117; 12: 543, 546, 552  
*see also* item analysis
- Direct experiences**, *see* activity ed.; concepts; curriculum—community; experiential background; field trips; life activ.; participation; social studies—direct; vitalized teaching
- Direct method**, *see under* foreign lang.
- Direct observation**, *see* observation
- Directories**, 12: 463, 464, 466
- Directors of research**, *see* research workers—training; bureaus of research
- Disability**, *see* LEARNING DIFFICULTIES
- Discipline**, 3: 341, 432; 5: 267; 7: 311; 9: 151; 10: 254; 11: 290, 481; 12: 282  
*see also* authority; behavior; corporal punishment; formal discipline
- Discriminant functions**, 9: 550; 11: 115
- Discrimination**, 9: 256  
 of test items, 2: 295; 3: 16, 27; 5: 473, 478, 500; 8: 311; 11: 117  
 visual (*see* perception)
- Discussion**, 2: 35; 12: 75, 78, 301  
*see also* conversation; essay tests
- Diseases**, *see* allergy; endocrine; HANDICAPPED CHILD.; HEALTH; infectious diseases; mental devel.; mental illness
- Dismissal of students**, *see* college stud.
- Dismissal of teachers**, 1: 117; 3: 425; 7: 293; 10: 208, 253  
*see also* academic freedom; tenure
- Distance from school**, 3: 412; 12: 24  
 maximum for walking, 2: 359, 361  
*see also under* persistence in school
- Distribution**, of practice, *see* learning  
 shape of, *see* shape of distribution
- Distributive trades**, 11: 373
- Districts**, *see* TERRITORIAL UNITS
- Diurnal variation**, 6: 109  
*see also* hour of day
- Division**, *see under* arithmetic
- Divorced persons**, 6: 480
- Doctor's degree**, *see* graduate ed.
- Doctors**, *see* health services; medicine
- Documentary analyses (quantitative)**, 1: 380, 387; 4: 10, 23, 208; 5: 25, 259; 7: 63; 8: 69; 9: 466-71; 10: 13, 321, 344; 11: 422, 433; 12: 437, 563  
*see also* frequency studies; textbooks—analysis; workbooks—analysis
- Documentary reproduction**, *see* microphotography
- Domestic science**, *see* home arts
- Dominance**, *see* aggressiveness; laterality
- Dormitories**, *see* college stdt.—housing
- Drafting**, *see* mechanical drawing
- Drama**, 2: 77; 10: 457; 11: 89; 12: 372
- Drawing**, 1: 271, 298, 392; 2: 281; 3: 300; 4: 172; 6: 41; 7: 465  
 as a projective technique, 11: 81, 264  
*see also* art; graphs; intelligence tests—draw; mechanical draw; mirror draw.
- Dreams**, 6: 529; 10: 453
- Dressing**, *see* nursery sch.—personal
- Drill**, 6: 297; 10: 320  
*see also under* arithmetic; English; foreign lang.; mathematics; reading (instruc.)
- Driving**, *see* automobile driving
- Dropping from school**, *see* persistence
- Drugs**, effect of, 5: 256  
*see also under* intelligence; learning; *see* endocrine
- Dual-executive plan**, *see* unitary
- Dull children**, *see* retarded children
- Dutch education**, *see* Netherlands
- Dwarfism**, 11: 532
- Earnings**, 5: 265; 11: 554  
 amount of schooling and, 10: 38, 43; 12: 96  
 life earnings, 10: 233, 262  
*see also* income (personal); salaries
- Eating behavior**, 5: 4, 281; 9: 15
- Ecclesiastical schools**, *see* church-controlled
- Economic attitudes**, 8: 277, 300  
*see also* liberalism-conservatism
- Economic background of education**, *see* support of ed.; social background
- Economic depression**, *see* depression
- Economic outcomes of education**, *see* earnings; economic value
- Economic problems**, 7: 75; 10: 10, 11  
 curriculum, 1: 14; 4: 9  
*see also* conservation; cost of living; depression; Indians; planning; technological changes; trends; unemployment
- Economic value of education**, 5: 169; 11: 143, 152
- Economics (as a subject)**, 1: 387; 3: 291, 322; 4: 207  
 understanding, 1: 43; 11: 426
- Economies**, 2: 139-47; 5: 151-57; 8: 374, 395; 12: 229  
*see also next head*; cost; insurance; platoon; purchasing; reorganization of sch. dist.; retrenchment
- Economy of time**, 1: 172, 178, 185; 4: 379; 8: 512  
*see also* time req.; vertical units
- Education (as a college subject)**, 4: 209; 10: 192  
 courses offered, 4: 275, 280

- graduate courses, 4: 212; 7: 257; 10: 192, 195  
 introductory courses, 4: 279  
 methods of teaching, 4: 514  
 value of courses (*see* teacher education—evaluation)  
*see also* educational psych.; educational sociol.; history of ed.; statistical meth.; study—instruc.; teacher ed.
- Education (as a profession)**  
 aptitude (*see* teaching success)  
*see* teaching; administration
- Education (kinds),** *see* activity; adult; business; character; citizenship; classical; colonial; commercial; comparative; correctional; elementary; extra-school; foreign; general; graduate; health; higher; Indians; mission; Negro; non-public; parent; physical; preschool; professional; progressive; religious; rural; secondary; sex; special; teacher; vocational; *see also* organization—; SCHOOLS
- Education, amount,** *see* amount of sch.
- Education, moral,** *see* character education; religious education
- Education and income,** *see* earnings; persistence in school
- Education and society,** *see* next head; analysis of social needs; COMMUNITY AND SCHOOL; democracy; educational oppor.; extensions of ed.; government and ed.; health ed.—effect; legislation; national defense; non-school ed.; objectives; organization of ed.; OUTCOMES OF ED.; SOCIAL BACKGROUND; support of ed.; World War II
- Education as a social force,** 4: 4-14; 7: 5-14, 79, 117-19, 468; 10: 45; 12: 158  
*see also* contemporary problems; frontier thinkers; social effectiveness
- Educational Finance Inquiry,** 2: 150
- Educational guidance,** *see* guidance
- Educational institutions,** *see* schools
- Educational leadership,** 6: 328-36
- Educational level,** *see* amount of schooling; classification of pupils
- Educational measurement,** *see* achievement tests; measurement; tests
- Educational opportunity,** 10: 46; 12: 11  
 equalization, 2: 157; 11: 165, 253; 12: 157  
 (*see also* under financial ability)  
 inequalities in (*see* financial ability—variation; persistence in school; selective factors)  
*see also* social mobility
- Educational philosophy,** 1: 16; 6: 402; 7: 5; 8: 531; 9: 342, 373, 378; 11: 253; 12: 259-65, 289-98  
*see also* next head; *see* assumptions; comparative ed.; curriculum—philos.; exceptional chil.—ed. philos.; local sch. sys.—philos.; measurement—philos.; progressive ed.
- Educational Policies Commission,** 9: 573
- Educational prophecies,** *see* prophecies
- Educational psychology (as a field),** 3: 279-368; 6: 277-309; 9: 253-94; 12: 345-55  
*see also* ability; adjustment; adults—psych.; attention; child psych.; CONCEPTS; conditioned resp.; drugs; EMOTIONS; fatigue; frustration; GROWTH AND DEVELOPMENT; imagination; individual diff.; insight; INSTRUCTION; INTELLIGENCE; interests; laterality; leadership; learning; MEASUREMENT; memorizing; memory; mental hygiene; motivation; nervous system; perception; PERSONALITY; phantasy; problems; psychology; psychotherapy; SCHOOL SUBJECTS—PSYCH. OF; suggestibility; thinking; transfer; wants and wishes
- Educational psychology (as a college subject),** 4: 209; 6: 306; 8: 19  
 prediction, 5: 458  
 teaching of, 4: 514  
*see also* school subjects—psych. of
- Educational research,** *see* research
- Educational sociology,** 7: 1-112; 9: 379  
 history, 7: 5-11, 15  
 research procedures, 7: 15-25, 36-43  
*see also* analysis of social needs; attitudes; community and sch.; delinquency; education and society; environment; foreign ed.; home and family; non-school ed.; public relations; reading (vol.)—sociol.; social background; social outcomes; socio-economic status; sociographic; sociology; sociology of teachers; youth
- Educational surveys,** *see* surveys
- Educational tests,** *see* achievement tests; measurement; tests and scales
- Effect of,** *see* causal factor as subhead under the thing affected
- Effectiveness,** *see* outcomes of ed.
- Eight-four,** *see* vertical units—plans
- Eight-Year Study (of the Progressive Education Assn.),** 8: 520, 535, 544; 9: 175, 523; 11: 465-66; 12: 13, 34, 265, 275, 283, 364, 417, 526
- Electro-encephalography,** *see* brain
- Electrogalvanometric studies,** *see* galvanometric studies
- Elementary education**  
 curriculum, 4: 135-93  
 history, 4: 370; 6: 360, 383; 9: 340  
 reorganization, 1: 178  
 (*see also* kindergartens—kg.—primary unit; preschool education)  
 seven- vs. eight-grade systems (*see* under elementary schools)  
*see also* heads following this; *see* first grade; guidance—elem.; INSTRUCTION; kindergartens; partic. subj.
- Elementary-school pupils,** 6: 177-85; 9: 147-51; 12: 5-8  
 achievement, 3: 285; 6: 179; 9: 149  
 (*see also* as main head; *see* prediction of achievement; partic. subj.)  
 adjustment, 11: 100; 12: 8  
 attitudes (general), 9: 150  
 attitudes (school), 11: 69, 448  
 development (*see* children)  
 intelligence, 6: 177; 9: 148

- interests (*see* children; *partic. subj.*)  
*see also* children; entrance age; pupils
- Elementary-school subjects**, *see* school subjects; *particular subject*
- Elementary schools**  
 administration, 7: 375  
 daily programs, 4: 391  
 departmentalization, 4: 389  
 enrolment, 12: 23  
 internal organization, 1: 177, 182; 4: 382-96; 10: 318-20  
 reorganization, 1: 178; 4: 376; 7: 367  
 seven-year (and other types), 1: 177  
 small (*see* one-teacher schools)  
*see also* preceding heads; *partic. subj.*
- Elimination**, *see* persistence in school
- Embryo**, *see* prenatal development
- Emergency**, *see* depression; war
- Emotional adjustment**, 5: 245-58, 277, 280; 6: 465; 7: 264; 11: 95, 101, 479-85  
 maladjustment, 2: 186-93, 247; 7: 288; 11: 483 (*see also* maladjusted chil.)
- Emotional climate**, 10: 415; 12: 21  
*see also* environment; morale; tensions
- Emotional maturity**, 2: 220; 9: 288  
*see also* developmental age
- Emotions**, 2: 201; 5: 280; 6: 37, 108; 9: 286; 11: 479-501  
 development of, 6: 491; 7: 465; 8: 237; 10: 226, 410, 423; 11: 479-501  
 excessive (*see* emotional adjustment)  
 in learning (*see* learning difficulties)  
 measurement, 2: 186-93, 201; 5: 245-58; 9: 286, 568; 11: 59, 87  
 methods of study, 11: 494  
 music and, 11: 411  
 physical factors, 11: 485  
 stability, 6: 110; 7: 288; 8: 267; 9: 290; 10: 418; 11: 303  
 (*see also* emotional—; neuroticism)  
*see also* accidents; dreams; emotional—; fears; frustration; personality—dynamics; social adj.; social maturity; tensions; unstable children; wants
- Empathy**, 9: 288
- Employees, morale**, 5: 265  
*see also* vocational adjustment
- Employment**, 12: 96  
 opportunities (*see* vocational oppor.)  
*see also* child labor; employment tests; guidance; occupations; teacher employ.; unemployment; vocational interests
- Employment service**  
 junior, 9: 193; 10: 44; 11: 368  
 public, 10: 44, 365  
*see also* adjacent heads
- Employment tests**, 3: 41; 4: 189; 8: 266; 11: 42, 48  
*see also* APTITUDE; clerical tests; vocational tests
- Encephalitis**, 3: 161; 11: 544
- Endocrine glands**, 3: 140, 146, 160, 162; 6: 106, 518; 9: 71, 105; 11: 289  
*see also* cretins; diabetes; metabolism; pituitary; thyroid
- Endowments**, 3: 374, 379; 5: 126  
*see also* colleges—finance; funds—permanent; philanthropy
- Engineering**  
 aptitude, 5: 224; 8: 261; 11: 50  
 education, 7: 183  
*see also* mechanical aptitudes
- Engineers**, *see* non-teaching personnel
- England, education**, 7: 512  
 finance, 9: 405  
 higher education, 3: 449  
 history of education, 6: 383-87; 9: 361  
 measurement, 5: 445-54; 8: 246  
 school buildings, 8: 414  
*see also* Great Britain
- English**, 1: 267-70, 345-53; 2: 35-42; 4: 449-61; 5: 37-44; 7: 474-81; 8: 25-33; 10: 107-25  
 ability grouping, 1: 349; 2: 38, 40  
 auditory aids, 8: 29; 10: 119  
 capitalization, 1: 352; 3: 320  
 college, 2: 37; 4: 202, 449; 7: 180; 8: 25, 506; 10: 123  
 composition (*see as main head*)  
 correlation, 10: 114  
 creative writing (*see under* composition)  
 curriculum, 1: 269, 345; 4: 130, 146; 5: 38; 7: 135-38, 180, 475; 10: 112  
 development (*see under* language)  
 diagnosis, 1: 268; 7: 479  
 drill, 1: 353; 2: 41  
 elementary-school, 4: 147; 7: 137, 474-81  
 error studies, 1: 12, 268, 345, 387; 2: 36, 37; 3: 302; 4: 202, 451; 5: 39; 6: 29; 8: 28; 10: 118; 11: 349, 369  
 experiential background, 10: 112  
 freshman (*see* composition—college)  
 functional grammar, 2: 36  
 grade placement, 1: 33; 5: 38; 7: 477  
 grammar, 1: 12, 347, 352; 2: 36; 4: 450; 8: 26; 10: 110, 133  
 (*see also* subhead, error studies; *see under* foreign languages)  
 high-school, 2: 36; 4: 148, 450; 7: 138; 8: 25-33; 10: 111, 112  
 history of, 10: 107, 110, 111, 115  
 incidental teaching, 4: 458  
 literature (*see as main head*)  
 measurement, 1: 349; 2: 38; 5: 43; 7: 479; 8: 28, 517, 520  
 methods of teaching, 1: 269, 351; 2: 35-42; 3: 328; 5: 41; 7: 478; 8: 507; 10: 108, 109  
 motion pictures (*see* visual aids)  
 motivation, 2: 40  
 needed research, 10: 108, 124  
 objective vs. essay tests, 8: 28  
 oral, 7: 479; 8: 26  
 (*see also* composition—oral; conversation; discussion; speech)  
 prediction, 1: 347; 8: 25, 506; 10: 123  
 psychology of, 1: 345-53  
 punctuation, 1: 270, 345; 4: 451  
 radio (*see* auditory aids)  
 remedial instruction, 1: 268; 5: 43; 6: 311  
 research methods (*see* subhead, error studies; *see* language—research)  
 sectioning (*see* subhead, ability)  
 surveys, 10: 109, 110



- teacher education, 2: 37; 10: 109  
 tests (*see subhead, measurement*)  
 textbooks, 2: 36; 5: 38; 7: 477; 10: 117  
 typewriting and, 10: 114; 11: 369, 370  
 usage, 1: 269; 4: 147; 5: 39; 7: 137, 478;  
   8: 27; 10: 108, 119, 120  
 visual aids, 10: 118  
 vocabulary, 7: 477; 8: 27; 10: 119  
   (*see also as main head*)  
*see also* bilingual chil.; composition; con-  
 versation; dictionary training; drama;  
 journalism; LANGUAGE; Latin—trans-  
 fer; literature; poetry; radio; reading  
 (vol.); semantics; style
- Enrichment**, 6: 230; 11: 281; 12: 28, 278
- Enrolment**  
 prediction (*see school population*)  
 public school, 3: 187; 6: 158; 9: 163; 12: 23  
*see also under* church-controlled sch.; col-  
 leges; elementary school; foreign lan-  
 guages; high schools; junior col.; private  
 sch.; *see* attendance; size—
- Entrance age**  
 college, 6: 188  
 first-grade, 3: 198; 9: 149  
 high-school, 3: 283  
*see also* readiness
- Entrance examinations**, *see* college entrance  
 examinations
- Entrance requirements for college**, *see* col-  
 lege students—admission
- Enuresis**, 11: 482
- Environment**, 7: 468; 9: 493; 10: 23-29, 454  
 measurement (*see socio-economic status*;  
 home conditions—rating)  
*see also* adjustment; character; CULTURE  
 VARIATIONS; delinquency; emotional cli-  
 mate; experiential backgr.; family—;  
 geographic factors; home—; institu-  
 tions; intelligence; nature and nurture;  
 non-school ed.; personality; vocabulary
- Epileptics**, 6: 110, 517; 11: 321
- Equalization**, *see under* educational oppor-  
 tunity; financial ability
- Equipment**, 2: 387-96; 5: 362-63; 8: 380-87;  
 12: 203-10, 230  
 administration of, 2: 143  
*see also* laboratories; lighting; maps —  
 classroom; mathematics; motion pic-  
 tures; physical ed.; seating; social stud-  
 ies—mater.; SPECIAL ROOMS
- Equivalent measures**, *see* comparable meas.
- Error studies**, 1: 12, 335; 3: 302-307  
*see also partic. subj.*; *see* scoring
- Errors of measurement**, 4: 38; 9: 548; 11: 120  
*see also* reliability; scoring
- Essay tests**, 3: 29; 5: 484-90; 8: 517-22; 11:  
 115; 12: 546  
 effect on study (*see study—kind*)  
 grading, 3: 23; 5: 484  
 improved, 8: 28, 520  
 reliability, 3: 30; 5: 484; 7: 480; 8: 28, 521;  
   11: 116  
 validity, 5: 484  
 vs. objective (*see objective tests—vs.*)  
*see also* achievement tests; compositions—  
 grading; examinations; tests
- Esthetic development**, 4: 172; 5: 46; 6: 46;  
 7: 53; 9: 34  
 measurement, 2: 195; 9: 34  
*see also* APPRECIATION; PREFERENCES
- Esthetic judgments**, 6: 46
- Estimation**, *see under* intelligence; person-  
 ality; *see* judgments; mathematics — ap-  
 proximate computation; prediction
- Ethical values**, *see* moral concepts
- Ethics, professional**, 1: 108-10; 7: 265; 10: 344
- Eugenics**, 8: 243  
*see also* nature and nurture
- Euphoria**, *see* happiness
- European education**, 6: 383-99; 9: 361-65,  
 372-80  
*see also* foreign education
- Evaluation**, 5: 494; 9: 521-23; 12: 521  
*see also* accrediting; checklists; Cooper-  
 ative St.; Eight-Year St.; evaluative st.;  
 index numbers; judgments; marking;  
 MEASUREMENT; North Central Assn.;  
 OUTCOMES; rating; score cards; surveys;  
*partic. subj.*
- Evaluation staff**, *see* Eight-Year Study
- Evaluative studies**, 12: 521-33
- Evening schools**, 1: 191; 4: 375
- Examinations (achievement)**, 3: 344; 4: 60;  
 8: 520  
 exemption from, 3: 345  
*see also* college entrance exam.; compre-  
 hensive exam.; informal tests; oral ex-  
 am.; teacher exam.; TESTS
- Examinations (physical)**, *see* health services  
 —health exam.; teachers—phys.
- Exceptional children**, 4: 374; 6: 514-23; 7:  
 374; 11: 247-329  
 educational philosophy, 11: 253-60  
 needed research, 11: 259  
 number of, 9: 181; 11: 258, 264  
*see also* adjustment; gifted chil.; HANDI-  
 CAPPED CHIL.; individual diff.; malad-  
 justed; retarded children; special ed.
- Excursions**, *see* field trips
- Executive ability**, 8: 262
- Exemption**, *see* examinations; taxation
- Exercise**, *see under* health
- Expenditures**  
 legal controls, 3: 403; 12: 237  
 levels of (*see* levels of expenditure)  
*see also* accounting—classif.; budgeting;  
 cost—; family income and expenditures
- Experience**  
 of superintendents, 10: 235  
 of teachers, 1: 89, 103, 118; 4: 318; 7: 292;  
   10: 235
- Experiential background**, *see under* arith-  
 metic; English; music; reading; *see also*  
 environment; life-like situations; social  
 studies—direct
- Experimental schools**, 1: 48; 11: 347
- Experimentation (in science teaching)**, *see*  
 LABORATORY METHOD
- Experimentation (research)**, 4: 27, 34, 36-42,  
 66, 83, 100; 12: 501-20  
 classroom, 3: 316-31; 4: 36-42; 9: 555-63  
 design (*see subhead, technique*)  
 laboratory (*see* laboratory studies)

- measurement in, 8: 24, 45, 60, 66; 9: 558, 561  
 rotation, 1: 351  
 technique, 2: 22; 3: 316; 4: 100; 5: 464; 7: 22, 488; 9: 545, 556-63; 12: 303, 501-20  
*see also* analysis of variance; causation; comparability; galvanometric studies; growth — experimental studies; eye-movement studies; observation; tests of significance
- Expression**, *see* creative expression
- Expressive arts**, *see* art; creative
- Extension classes**, 7: 274; 9: 354
- Extensions of education**, 1: 167; 4: 373; 7: 366, 387-93; 9: 354  
*see also* adult ed.; continuation sch.; correspondence study; evening sch.; extension classes; forums; preschool ed.; radio; special ed.; summer sch.; vacation sch.
- Extensive vs. intensive reading**, *see under* history; Latin; literature; reading (instr.); science
- Extermination of pests**, 8: 375
- Extracurricular activities**, *see* student activities
- Extra-school education**, *see under* mathematics; science; *see also* non-school ed.; curriculum—community materials
- Extroversion**, *see* introversion
- Eye care**, *see under* sight saving
- Eye-movement studies**, 1: 23, 284, 295, 329, 369, 389; 2: 58; 3: 295; 4: 97; 6: 191; 8: 33, 503; 9: 564; 10: 83; 12: 6  
 reliability, 10: 83
- Factor analysis**, 1: 37; 2: 277; 5: 232; 8: 286, 313; 9: 528-31; 11: 110; 12: 542, 552  
 evaluation of, 5: 232; 8: 545; 11: 110  
 history, 2: 276; 9: 528  
*see also* next head; intelligence; personality; physical devel.; primary mental abilities; *particular subject*
- Factor clusters**, 9: 488, 529  
*see also* ability—pat.; factor analysis
- Faculty**, *see* college prof.; teachers
- Failure (pupil)**, 2: 189; 6: 97, 166, 219; 9: 171; 10: 139, 319, 424; 11: 291, 481-83; 12: 27, 29  
 causes, 3: 199, 346; 6: 167; 9: 171; 10: 424; 12: 29  
 reduction of, 6: 168  
*see also* achievement; handicapped chil.; probation; promotion; pupil personnel serv.; success in school; teaching success; *particular subject*
- False beliefs**, *see* misconceptions
- Family**  
 changes and status, 4: 185; 7: 152; 10: 6  
 counseling, 10: 414, 419  
 (*see also* martial adj.; psychother.)  
 disorganization, 6: 480  
 education for family life (*see* home)  
 education in (*see* home and family)  
 similarity of traits, 7: 33  
 size of, 6: 482; 7: 32; 10: 5; 11: 26, 510; 12: 14 (*see also* fecundity)  
*see also* heads following this; *see* birth —; foster chil.; HOME CONDITIONS; intelligence—family; marriage; occupations; PARENT-CHILD REL.; persistence in sch.; personality—family; twins
- Family income and expenditures**, 10: 10  
 effect on schooling (*see* persistence)  
 expenditure patterns, 7: 154; 9: 539; 11: 389  
 planes of living, 7: 154; 10: 10  
*see also* cost of living; consumers; depression; income (personal); socio-economic status; unemployment
- Family life**, *see* home and family life; home conditions
- Family position**, *see* birth order; socio-economic status
- Family relations**, *see* HOME CONDITIONS; PARENT-CHILD RELATIONSHIPS
- Far East**, *see* Orient
- Farming and farmers**, 4: 180; 12: 96  
*see also* agricultural education
- Fascism**, *see* political theories
- Fathers' occupations**, *see* occupations
- Fatigue**, 5: 453; 6: 116; 7: 486; 10: 467, 470; 11: 537; 12: 71
- Faults**, *see* criticisms
- Fears**, 5: 250; 7: 532; 8: 237; 9: 287; 11: 81, 101, 304, 323  
*see also* adjustment; children—fears; emotions; superstitions
- Fecundity**, 8: 243; 10: 5; 11: 26, 510  
*see also* birth rates; family—size of
- Federal aid**, *see* federal support
- Federal government**  
 cost (*see under* government)  
 educational activities, 3: 449; 4: 381; 6: 372; 7: 387; 9: 340; 10: 35, 315, 365; 11: 359; 12: 192  
 (*see also* adult ed.—federal; Civilian C. C.; federal support; Indians)  
 legal authority in education, 3: 373  
 research by, 8: 462; 9: 589  
 (*see also* U. S. Office of Education)  
*see also* federal support; GOVERNMENT
- Federal support of education**, 2: 161; 5: 164; 8: 171-80; 11: 150, 157-65, 206; 12: 162, 192  
 apportionment, 8: 175  
 control, 11: 160  
 history, 3: 375; 8: 171; 11: 157  
 in other countries, 11: 234  
 legal aspects, 11: 234  
*see also* capital outlay; non-public education; SUPPORT OF EDUCATION; vocational education—support
- Feeble-minded**, *see* mental defectives
- Feeding**, *see* eating
- Femininity**, *see* masculinity
- Fertility**, *see* fecundity
- Fetus**, *see* prenatal development
- Fiction**, 1: 11, 334; 5: 67; 8: 72; 10: 13, 112, 136  
*see also* booklists; reading (vol.)
- Fiducial bonds**, 8: 411, 412; 12: 188
- Field research**, 9: 580, 587  
*see also* BUREAUS; ORGANIZED RSCH.



- Field studies**, *see* experimentation; school census; social surveys; surveys
- Field trips**, 1: 292; 7: 514; 11: 439, 453; 12: 339  
 evaluation, 10: 19; 11: 465; 12: 34  
*see also* curriculum—community mater.; excursions; social stud.—direct exper.
- Films**, *see* visual aids; microphotography; motion pictures; photographic recording
- Finance (educational)**, 2: 95-182; 4: 43-48; 8: 103-210; 11: 133-246  
 college (*see under* colleges and univ.) in other countries (*see* support of ed.) legal aspects, 3: 399-408; 11: 227-40  
 National Survey, 5: 159  
 needed research, 5: 165-70; 8: 187-89  
 planning, 8: 120-25; 11: 137-42  
 (*see also* budgeting; expenditures) reports (*see* financial statements; reports) research methods, 4: 43-48; 5: 139  
*see also* budgeting; BUSINESS ADMIN.; capital outlay; COST OF ED.; economic backgr.; financial abil.; fiscal independence; income; loans; salaries; SUPPORT OF EDUCATION; tuition
- Finance (individual and family)**, *see* college students—finances; consumers; cost of living; depression; earnings; family income and expend.; income (personal); salaries; unemployment; wages
- Finance (public)**, 8: 107
- Finance office procedures**, 2: 403; 8: 390
- Financial ability, effort, and need**, 2: 151, 162, 362; 4: 55; 8: 111, 174, 182; 9: 534; 11: 161  
 assessed valuation, 1: 189; 7: 401  
 equalization, 2: 157; 4: 364; 5: 133, 140, 163; 8: 181  
 (*see also* state sup.; federal sup.) inequalities (*see subheads*, variation) measurement, 2: 114; 8: 111; 9: 534  
 surveys, 5: 159; 7: 363, 401, 404  
 variation among counties, 7: 404  
 variation among school districts, 4: 359, 363; 7: 363, 401; 10: 46; 11: 198  
 variation among states, 7: 404; 8: 125; 10: 46; 11: 161  
*see also* SUPPORT OF ED.; taxation
- Financial statements**, 5: 144  
*see also* reports—business department
- Financing**, *see* capital outlay; student activities; SUPPORT OF EDUCATION
- Fine arts**, *see* art; music
- Fire**, *see* insurance; safety
- First grade**, 5: 8  
*see also* arithmetic—abil.; entrance age; kindergartens—kg.—pri.; readiness
- Fiscal independence**, 2: 134-38; 3: 405; 4: 407; 5: 128; 7: 395; 8: 110, 186; 10: 306; 11: 232  
*see also* local school systems—relation; local support of education
- Fitness**, *see* physical fitness
- Flash cards**, *see under* reading
- Floors**  
 cleaning, 8: 371; 12: 232
- maintenance, 8: 372; 12: 232  
 material, 8: 380
- Follow-up service**, *see under* teacher ed.
- Follow-up studies**, 3: 219; 4: 188; 5: 217, 219; 6: 179, 193; 7: 59; 9: 159, 409; 10: 9, 33; 11: 357, 394, 462; 12: 47-48, 58, 88, 98, 523-28  
*see also under* crippled chil.; delinquency; gifted chil.; vocational ed.; *see* earnings; school subjects—eval.; transfer to life; vocational adjustment
- Followership**, *see* groups; leadership
- Foods**, *see* diet; home arts; nutrition
- Foot candles**, *see* lighting—amount
- Football**, *see* athletics
- Forecasting**, *see* prediction
- Foreign education**, *see* COMPARATIVE EDUCATION; mission ed.; Australia; Belgium; Canada; China; Czechoslovakia; Denmark; England; France; Germany; Great Britain; India; Indians; Ireland; Italy; Japan; Latin America; Netherlands; New Zealand; Norway; Scotland; Sweden; Wales
- Foreign languages**, 1: 371-78; 2: 47-65; 4: 466-72; 7: 145-48; 8: 34-38; 10: 126-45  
 ability grouping (*see subhead*, sectioning) achievement, 1: 372; 3: 313; 8: 507; 10: 139  
 auditory aids (*see subhead*, radio) bibliographical aids, 10: 141, 145  
 classification of pupils (*see subheads*: placement; sectioning)  
 college, 2: 50; 4: 204; 7: 180; 10: 136  
 composition, 2: 53  
 conversation (*see subhead*, oral-aural) culture, 7: 146  
 curriculum, 1: 23; 2: 48, 62; 4: 156; 8: 38; 10: 129, 135  
 direct method, 2: 48; 6: 320; 8: 35  
 drill, 1: 376; 2: 53  
 effect (*see subhead*, transfer)  
 enrollment, 10: 126, 134, 142  
 errors, 4: 159, 204  
 films (*see subhead*, visual aids)  
 frequency counts (*see subhead*, word)  
 grammar, 1: 23, 378; 2: 48; 4: 470; 7: 147; 10: 138, 141  
 in homes (*see* bilingual children)  
 individual differences, 1: 376; 8: 34  
 intelligence and, 1: 375  
 measurement, 1: 372; 10: 140  
 methods of teaching, 1: 23, 27, 376; 2: 47-65; 4: 466-72; 7: 145; 8: 34-38; 10: 136  
 (*see also other subheads*)  
 motion pictures (*see subhead*, visual)  
 needed research, 2: 54  
 objectives, 1: 12, 371; 2: 48; 10: 135  
 (*see also subheads*: values; culture)  
 oral-aural ability, 1: 373; 2: 49; 10: 135  
 phonetics, 4: 470  
 placement, 1: 372; 7: 148; 10: 140  
 prediction, 1: 375; 3: 301; 7: 147; 8: 36; 10: 127, 139  
 pronunciation, 1: 373  
 psychology of, 1: 371-78; 2: 52; 4: 471; 10: 127  
 radio, 4: 470; 8: 36; 10: 129  
 reading, 1: 23; 2: 48; 10: 135, 137, 141

- reading tests (*see subhead, measurement*)  
 requirement for graduate degrees, 1: 378; 10: 140  
 research in progress, 2: 47  
 sectioning, 1: 372, 376  
 socialization, 10: 135  
 speaking (*see subhead, oral-aural*)  
 surveys, 7: 148  
 tests (*see subhead, measurement*)  
 textbooks, 4: 468  
 transfer, 1: 377; 2: 61; 6: 288; 7: 148; 8: 36; 9: 283; 10: 127  
   (*see also under Latin*)  
 trends, 4: 466; 10: 127  
 visual aids, 4: 470; 10: 129, 137  
 vocabulary, 1: 12, 374; 2: 52; 4: 156; 7: 145; 10: 128, 138, 143  
 word and idiom counts, 1: 373; 4: 467; 10: 139  
 word lists (*see subhead, vocabulary*)  
*see also* bilingual children; foreign-speaking persons; general lang.; French; German; Italian; Latin; Modern Foreign Language Study; Spanish
- Foreign-speaking persons**, 1: 270; 9: 354; 11: 345  
*see also* adult ed.; bilingual chil.
- Foreigners**, *see* foreign—; nationality
- Forgetting**, curves, 3: 298  
*see also* memory; permanence of learning; summer vacations
- Formal discipline**, *see* transfer of training; generalization; thinking
- Former students**, 12: 523  
*see also* follow-up studies; school subjects—evaluation
- Forums**, 7: 62, 65; 9: 355
- Foster children**, 3: 97; 8: 235, 242; 9: 11, 23  
 adjustment, 6: 483  
 adoption, 6: 483  
*see also* foster homes; orphans
- Foster homes and parents**, 3: 97; 6: 483, 511, 534; 10: 418, 419, 447; 11: 30, 292  
 for feeble-minded, 11: 265  
*see also* residential schools
- Foundations**, philanthropic, 9: 459, 569
- France**, education  
 colonial policies, 9: 397  
 finance, 9: 406  
 history, 6: 387  
 measurement, 5: 445-54  
 school buildings, 8: 415
- Fraternities**, 2: 248; 3: 432, 444; 4: 192; 6: 212, 214; 10: 374; 12: 73
- Free association**, *see* personality measurement—association
- Freedom of will**, 12: 297  
*see also* academic freedom; authority; frustration; independence
- French (language)**, 7: 180; 10: 135  
 measurement, 1: 372  
 methods of teaching, 1: 376; 2: 50; 3: 320; 10: 137  
 vocabulary, 1: 12, 373; 3: 320; 4: 157; 7: 146  
*see also* FOREIGN LANGUAGES
- Frequency of testing**, *see* achievement tests
- Frequency studies**  
 assumptions, 1: 13, 20; 9: 469  
 interpretation, 1: 13, 15, 374; 5: 22; 9: 466, 471; 10: 139; 11: 433; 12: 563  
*see also* activity anal.; Commonwealth St.; documentary anal.; error st.; eye-movement st.; foreign lang.—word counts; motion pict.; observation; reading—diffic.; teachers—out-of-sch. activities; teaching—activ.; textbooks—anal.; vocabulary—frequency
- Freshmen**, orientation program, 9: 188, 218, 219  
*see also* students; *partic. subj.* (*subhead, college or freshman*)
- Friendliness and friendships**, 5: 281; 7: 31, 40; 8: 283
- Frontier thinkers**, 4: 8; 8: 68
- Frustration**, 10: 420; 11: 481, 488; 12: 350  
*see also* conflicts; emotional maladjustment; failure; mental hygiene
- Functional learning**, *see* intangible outcomes
- Functional organization**, *see* administrative organ.; instructional organ.
- Funds**, management and protection, 2: 139; 5: 125, 163; 8: 186; 11: 232  
 permanent, 2: 148; 3: 374, 379, 404; 11: 140  
   (*see also* endowments; state support)  
 student (*see* student activities—fin.)
- Funnies**, *see* comics
- Furniture**, *see* equipment; seating
- Fusion courses**, *see* social studies reorg.
- Future education**, *see* amount of schooling—prediction; prophecies
- Future teachers clubs**, 7: 250
- Galvanometric studies**, 2: 237; 5: 253, 276; 9: 565; 11: 411; 12: 396. *see also* brain—potentials; lying—lie detector
- Gathering data**, *see* research processes
- General business**, *see* business ed.
- General education**, 12: 274, 523
- General language**, 8: 38
- General mathematics**, *see under* mathematics
- General methods**, *see* methods of teach.
- General science**, 1: 383; 7: 165; 8: 60; 12: 375-85  
 college, 7: 165  
 curriculum, 1: 17, 383; 4: 166, 194  
 methods of teaching, 2: 27, 32; 6: 315; 8: 60; 12: 380-83  
 textbooks, 1: 45; 4: 166; 12: 376, 446  
*see also* science
- General shop**, *see under* industrial arts
- Generalization**  
 in learning, 1: 281, 343; 2: 45; 3: 286, 289-94; 4: 32, 477; 5: 20; 6: 32; 12: 372, 425  
   (*see also* insight; spelling; transfer of training)  
 in research, 4: 39; 7: 21; 9: 488; 11: 506  
   (*see also* interpretation of data; sampling; tests of significance)
- Genetic research**, 3: 210, 299; 4: 70; 6: 102; 9: 491-97; 12: 6, 482  
*see also* arithmetic—genetic aspects; GROWTH; LONGITUDINAL STUDIES

**Geographic factors**, *see under* physical devel.; weight; *see also* CULTURE VAR.

**Geographical units**, *see* political and social areas; territorial units

**Geography**, 1: 292; 4: 155; 5: 78; 7: 515, 518; 8: 71

college, 4: 207

curriculum, 1: 292; 4: 155, 207

fusion (*see* social studies—reorgan.)

in Europe, 7: 512

measurement, 7: 516

methods of teaching, 1: 292; 11: 452

textbooks, 4: 155; 5: 77; 7: 170, 517; 11: 438

understandings, 11: 439, 469

visual aids, 3: 336; 5: 81; 11: 452

*see also* maps; social studies

**Geometry**, 4: 483; 10: 30; 12: 425

measurement, 1: 367; 12: 430

methods of teaching, 2: 8, 12, 18-19; 12: 430

prediction, 8: 52

vocabulary, 1: 13; 7: 162

*see also* mathematics

**German (language)**, 10: 142-45

curriculum, 10: 142, 144

measurement, 1: 372; 10: 144

methods of teaching, 2: 54; 10: 142

prediction, 10: 144

vocabulary, 1: 13; 7: 145; 8: 507; 10: 143

*see also* FOREIGN LANGUAGES

**Germany, education**, 9: 372-76; 12: 347

finance, 9: 406

history, 6: 389-94; 9: 372

measurement, 5: 445-54

school buildings, 8: 415

**Gestalt psychology**, *see* psychology

**Gifted children**, 3: 210, 243; 5: 58, 192, 206, 287; 6: 230; 9: 293; 11: 277-87, 513

achievement, 3: 286; 11: 280

adjustment, 6: 183, 522; 9: 158; 11: 281

case studies, 2: 312; 11: 278

educational provisions for, 1: 38, 210, 252;

3: 243; 6: 218, 227, 230, 318; 10: 320,

354; 11: 280; 12: 28

(*see also* enrichment)

follow-up studies, 2: 312; 9: 40; 11: 278, 514

identification, 2: 244, 311; 5: 206; 11: 277

mental development, 3: 94; 5: 192

methods of teaching, 3: 287

needed research, 11: 282

personality, 9: 28; 11: 281

physical development, 3: 124

success in life (*see subhead*, follow-up)

*see also* ability grouping; acceleration; exceptional chil.; intelligence; (*for contrast*, *see* retarded children)

**Gifts**, *see* philanthropy

**Giving tests**, *see* objective tests—adm.

**Glands**, *see* endocrine glands

**Goals**, *see* objectives; outcomes

**Governing boards**, *see* boards of trustees

**Government**, 7: 78; 10: 11

cost, 5: 148; 11: 184

*see also* GOVERNMENT AND EDUCATION; political theories; relief; salaries

**Government and education**

*see* centralization; citizenship ed.; democracy; FEDERAL GOVERNMENT; fiscal independence; juvenile courts; legal basis of ed.; local school systems—relation; MUNICIPAL GOVERNMENT; STATE GOVERNMENT; state school admin.—relation; support of education

**Grade organization**, 1: 168, 177; 4: 369-81; 10: 317

*see also* vertical units

**Grade placement**

of pupils (*see* classification)

of subject matter, 1: 32; 12: 340

*see also* comprehension; difficulty of materials; *partic. subj.*

**Grades**, *see* achievement; grading

**Grading**, *see* grade—; composition; essay tests; marking; scoring

**Graduate education**, 4: 374; 6: 494; 7: 257; 8: 462; 12: 118

curriculum, 4: 208, 212

degrees, 7: 257, 371; 10: 327; 11: 335

evaluation, 9: 537

*see also* foreign lang.—req.; Negro ed.; professional ed.; theses

**Grammar**, *see under* English

**Graphology**, 2: 204; 5: 211, 268, 275; 8: 289; 11: 88, 104

*see also* handwriting—sex differences

**Graphs**, 2: 46, 115; 7: 517; 11: 401; 12: 565-68

pictographs, 2: 46; 12: 566-68

reading, 1: 362; 5: 79; 7: 517; 10: 98

*see also* curves; maps; nomographs; pictures; profiles; visual aids

**Great Britain, education**, 9: 361-67

colonial policies, 9: 395

*see also* England

**Greek education**, *see* classical ed.

**Grounds**, *see* playgrounds; sites

**Group discussion**, *see* discussion

**Group interaction**, *see heads following*; *see* interpersonal rel.; morale; social facilitation; sociographic tech.

**Group therapy**, 10: 447, 455; 12: 78

*see also* psychotherapy; recreation

**Grouping of pupils for instruction**, *see* instructional organization

**Groups**, 12: 21, 66, 73

effect on members, 5: 262; 7: 26-35; 8: 282; 12: 77-79

homogeneity, 7: 31

(*see also* ability grouping)

solidarity (*see subhead*, homogeneity)

stimulating effect of (*see* social facilitation)

*see also preceding heads*; *see* clubs; delinquency — compan.; guidance — group;

minority groups; ORGANIZATIONS; social

patterns; student activities

**Growth and development (of individuals)**.

3: 81-181; 6: 1-152; 7: 482; 9: 1-141, 492;

11: 475-591

curves (*see as main head*)

experimental studies, 7: 488

geographic factors, (*see as main head*)

nature of, 9: 78

needed research, 9: 496

*see also* achievement; character; CONCEPTS; delinquency; emotions; esthetic devel.; intelligence; language; maturation; MENTAL DEVELOPMENT; motor abil.; personality; PHYSICAL DEVELOPMENT; prenatal devel.; social devel.

*see groups:* adolescents; children; gifted chil.; infants; mental defec.; Negroes; neonates; normal chil.; preschool chil.; retarded children

*see as related topics:* genetic research; heredity; longitudinal st.; maturity; norms; senescence

**Growth (of groups and institutions),** *see* enrollment; history of ed.; population; school pop.; statistics; trends

**Guessing,** 2: 198

*see also* scoring—correction

**Guidance and counseling,** 3: 41-48, 214-21; 4: 79, 399; 5: 465; 6: 194-206; 7: 381; 9: 185-220; 11: 395; 12: 21-134

college, 4: 429; 6: 202, 495; 9: 175, 187, 218; 10: 425; 12: 91, 115-18, 130

elementary-school, 6: 194-99; 10: 423, 424; 12: 86, 110, 124

evaluation, 5: 218; 8: 304; 9: 216, 219, 410; 12: 57-62, 88, 112

fundamental conditions for, 12: 21, 67

group guidance, 3: 215; 9: 217-20; 12: 66-85

high-school, 6: 199; 7: 381; 9: 185; 11: 368, 395; 12: 86, 111-15, 125

in other countries, 9: 410, 411; 12: 119

junior-college, 9: 188, 191; 12: 116

needed research, 6: 199; 9: 187; 12: 80, 120, 132

out-of-school, 9: 192

programs, 4: 399; 5: 218; 6: 194, 200, 206; 9: 185-95; 12: 89, 109-23

surveys of, 9: 185, 187; 12: 56

techniques, 9: 191, 196-220; 12: 67, 76

testing and, 3: 6, 41-48; 4: 58; 5: 465, 491; 6: 197; 8: 252, 542; 9: 196; 11: 42; 12: 33-37

training for, 12: 124-34

vocational, 5: 218, 223, 239; 6: 195, 203; 9: 193, 410; 10: 39; 11: 42, 44; 12: 86-108

(*see also* APTITUDE; vocational—)

*see also* adjustment—interviews; adult ed.

—guid.; case study; child guidance clinics; clinical work—couns.; counselors; deans; discipline; family—counseling; homeroom; interviews; placement; psychological services; records (pers.); teacher ed.; youth

**Guides to literature,** *see* bibliographical work—aids; theses—guides to

**Gymnasium,** 2: 386; 8: 424; 12: 205

*see also* physical ed.; swimming pools

**Habits of study,** *see* study—habits

**Halo effect,** *see* under rating

**Handedness,** *see* laterality; left-handed

**Handicapped children**

intelligence, 5: 209; 6: 111

*see also* adjustment — phys.; behavior — anti-social; bilingual; blind; cerebral palsy; crippled; deaf and hard-of-hearing; delicate; diabetics; epileptics; exceptional; guidance; health; hearing defects; heart disease; maladjusted; mental defec.; partially sighted; personality; physical defects; remedial instruction; retarded; SPECIAL ED.; speech handic.; tuberculosis; undernourished; unstable; visually handic.; vocational ed.—rehabilitation

**Handwriting,** 1: 288, 337-40; 4: 138; 6: 322; 7: 138; 8: 508; 10: 146-48

errors, 3: 303

legibility, 1: 337, 340; 3: 322

manuscript and cursive writing, 1: 23, 288, 337; 3: 294, 300, 322; 4: 139; 5: 56; 6: 322; 7: 139, 495; 10: 146

methods of teaching, 1: 23, 288; 3: 322, 330; 10: 146

mirror writing, 1: 340; 10: 147

motion pictures, 1: 339

psychology of, 1: 337-40; 7: 138

sex differences, 1: 340; 2: 204

special disability, 3: 307

*see also* graphology; left-handedness

**Happiness,** 2: 206, 212; 8: 274; 10: 8, 436

*see also* adjustment

**Hard-of-hearing,** *see* deaf

**Head,** 3: 154; 6: 54, 59, 63, 66, 105; 9: 49, 50; 11: 575, 583

*see also* anthropometry

**Health,** 1: 398; 10: 464-71

examinations (*see* health services)

exercise and, 10: 469

knowledge and attitudes, 10: 467; 12: 379, 437-38

surveys, 1: 10; 7: 484; 11: 394; 12: 494

(*see also* delicate; handicapped)

*see also* college students; diet; diseases; fatigue; HANDICAPPED CHILD; health —;

intelligence—health; mental—; metabolism; nutrition; personality—physical;

physical—; psychotherapy; pub. health;

sanitation; social adjustment—health;

student activities; teachers — health;

teeth

**Health education,** 1: 398-402; 5: 48-53; 7: 149, 482-90; 8: 39; 10: 464-71

college, 7: 150

curriculum, 4: 160; 7: 149, 484; 8: 39; 10: 30, 50, 466, 467

effectiveness, 1: 272; 3: 336; 10: 33, 50; 11: 394

evaluation, 10: 471; 11: 390

measurement, 4: 161; 7: 482; 10: 471

methods of teaching, 1: 272; 4: 163; 5: 52; 7: 485; 10: 465

needed research, 7: 490

objectives, 1: 110; 4: 163

psychology of, 1: 398-402

teacher education, 7: 489; 10: 465

visual aids, 5: 52; 10: 466

*see also* athletics; handicapped children;

nutrition; physical ed.; teeth

**Health examinations**, *see next head*; *see teachers—physical examinations*

**Health services in schools**, 4: 162; 7: 487; 10: 50, 314  
dental inspection (*see teeth*)  
equipment, 12: 205  
health examinations, 4: 162; 7: 487; 10: 468  
legal aspects, 10: 468  
*see also* health education; nurses

### Hearing

aids, 11: 300  
measurement, 11: 47, 298  
*see also following head*; *see deaf*

### Hearing defects, 1: 274

*see also* hearing—meas.; reading—aud.

### Heart

development, 3: 140; 6: 76; 9: 69  
disease, 6: 516; 11: 320, 546  
effect of exercise, 10: 470  
*see also* delicate children

### Heating, 2: 140, 380; 5: 153, 344; 8: 373, 395; 12: 230

appraisal, 2: 380  
costs, 5: 153; 8: 395, 408  
equipment, 8: 408; 12: 206  
*see also* ventilation

### Height, 3: 134, 151; 6: 61, 75; 9: 47-52, 84, 93, 148; 11: 531, 574

*see also* intelligence—physical characteristics; weight—age-height-weight

### Heinis constant, *see under* intelligence

### Herbartian movement, 7: 517

### Heredity, *see* nature and nurture; twins

### High-school education, *see* secondary ed.

### High-school pupils, 6: 185-88; 9: 151-55; 12: 8-12

achievement, 3: 284; 9: 153  
(*see also as main head*; *see* prediction of achievement; *partic. subj.*)

adjustment, 10: 435

attitudes (general), 8: 45, 67; 11: 469

attitudes (school), 8: 275; 9: 153, 520; 11: 69, 430

(*see also* school subjects—eval.)

development (*see* adolescents)

guidance (*see as main head*)

intelligence, 3: 209; 6: 185; 9: 42, 152, 291

intelligence trends, 6: 186; 9: 42

interests, 11: 101, 389

number of (*see* high schools—enrol.)

vocabulary, 10: 119

vocational interests, 5: 269; 6: 200; 8: 276; 9: 155

*see also* adolescents; aptitude; athletes; participation in admin.; school pop.; student activities; students; teaching success—pupils' eval.; youth

### High-school subjects, *see* school subjects; secondary ed.—curric.; *partic. subj.*

### High schools

accrediting (*see* secondary schools)

enrolment, 3: 187; 6: 185; 7: 368; 9: 344; 12: 23

small, 7: 378; 9: 344; 10: 323

(*see also* size of schools—secondary)

*see also* preceding heads; *see* colleges—rel.;

libraries; secondary ed.; secondary sch.; *partic. subj.*

### Higher education

appraisal, 4: 380; 9: 525, 537; 12: 522

(*see also* subhead, surveys; *see* colleges; teacher education—eval.)

curriculum, 3: 446; 4: 195, 199-213; 7: 178-84; 10: 109

(*see also* general ed.; professional ed.; teacher ed.; *see* *partic. subj.*)

enrolment (*see under* colleges)

extensions (*see* extensions of ed.; professional education)

history, 4: 372; 6: 361, 371, 385; 9: 347-51

methods of teaching (*see as main head*; *see also* *partic. subj.*)

organization and control, 4: 425; 7: 412; 12: 237

reorganization (*see* colleges—instruc.; extensions; general ed.; junior col.)

surveys, 4: 208, 430; 5: 146, 389; 7: 416, 421; 9: 511, 512

*see also* COLLEGE STUDENTS; COLLEGES AND UNIV.; graduate ed.; Negro ed.; professional ed.; taxation—of school prop.; teachers colleges; World War II

### Historical method, 6: 393; 7: 21; 9: 456-59; 12: 466

*see also* bibliographical work; documentary analyses; legal research

### Historiography, *see* historical method

### History (as a subject)

achievement, 1: 361; 7: 515

curriculum, 7: 512, 518

evaluation by pupils, 11: 430, 448

extensive vs. intensive study, 2: 45; 3: 322; 8: 72

historical fiction, 8: 72

in primary books, 1: 289

measurement, 8: 69, 520

methods of teaching, 2: 32, 43; 4: 462; 8: 510; 11: 447

permanence of learning, 1: 290; 3: 288

prediction, 8: 510

sex differences, 3: 309

textbooks, 1: 44, 290; 5: 77; 7: 167; 8: 71

visual aids, 2: 46

*see also* biographies; social st.; war

### History of education (as a field), 1: 163-72;

4: 135; 6: 353-456; 9: 337-400, 458; 10: 232

in other countries, 6: 377-99; 9: 361-400

needed research, 4: 82

*see also under* accounting; adult ed.; attendance; boards of ed.; colonial ed.;

curriculum; educational sociol.; elementary ed.; English; higher ed.; junior

coll.; junior h.s.; kindergartens; local

sch. sys.; measurement; nursery sch.;

physical ed.; preschool ed.; research;

secondary ed.; social studies; special ed.;

state sch. admin.; state sch. sys.; super-

intendents; surveys; territorial units;

vertical units; *see* adaptation, of school;

biographies; classical ed.; Herbartian

move.; historical meth.; trends

### History of education (as a college subject),

4: 279



History of measurement, *see* measurement  
 Holding power, *see* persistence in school  
 Holland, *see* Netherlands  
 Hollerith, *see* tabulating machines  
 Home and family life, 7: 52, 78, 152; 10: 6; 11: 387-97  
   activities, 4: 183; 10: 9  
     (*see also* home arts—analysis)  
   counseling (*see under* family)  
   curriculum, 11: 389  
   education by, 5: 36  
   education for, 4: 183; 8: 44; 10: 7; 11: 387-97; 12: 15  
     (*see also* consumer; home arts; sex)  
   *see also* FAMILY; HOME CONDITIONS  
 Home and school, 10: 417  
   *see also* community—; home conditions; home study; parent-teacher assn.  
 Home arts, 2: 71-73; 4: 510-12; 7: 152-56; 8: 42-46; 11: 387-97  
   analysis of home needs, 4: 183; 7: 152, 154; 11: 389  
   boys, 7: 153  
   college, 4: 203; 7: 154  
   curriculum, 4: 182, 203; 7: 152; 11: 389  
   effectiveness, 4: 510; 7: 155; 11: 390, 393-94  
   equipment, 2: 389; 8: 385; 12: 205  
   foods, 11: 393  
   home management, 1: 19; 11: 395  
   homemaking (*see* home and family)  
   housing, 5: 337  
   measurement, 8: 45; 11: 392  
   methods of teaching, 2: 71; 4: 510-12; 8: 42-46; 11: 392  
   objectives, 1: 19; 11: 389  
   projects, 4: 510; 8: 43; 11: 392  
   radio and, 8: 44  
   single vs. double periods, 2: 71  
   teacher education, 7: 153  
   *see also* consumers; diet; nutrition; health; home and family life  
 Home background, *see following head*  
 Home conditions, 5: 36; 8: 277  
   and adjustment (*see* adjustment—home)  
   and intelligence (*see intel.—family*)  
   and personality (*see* personal.—family)  
   and school work (*see* achievement—home; home and family—educ. by)  
   broken (*see subhead*, unsettled)  
   rating, 2: 207; 5: 250; 10: 416  
     (*see also* socio-economic status)  
   unsettled and broken homes, 6: 480, 484; 7: 37; 10: 417, 418  
   *see also* depression; emotional climate; experiential backgr.; FAMILY; foster homes; home—; housing; marital adj.; orphans; PARENT-CHILD REL.; parents; socio-economic status  
 Home economics, *see* home arts  
 Home study, 8: 512; 9: 299; 10: 137; 12: 398  
   *see also* assignments; home cond.; study  
 Homemaking, *see* home and family life  
 Homework, 6: 120; 10: 373; 12: 75, 89  
 Homeworks, *see* home study  
 Homogeneity, of tests, 5: 500  
   *see also* comparability of data; groups—homogeneity

Homogeneous grouping, *see* ability gr.  
 Honesty, 2: 76, 208; 5: 281, 288; 8: 12, 286; 11: 95, 423, 467  
   *see also* cheating; lying; character; moral behavior; self-report  
 Honor systems, 6: 217  
 Honors courses, 3: 234; 4: 380; 6: 222  
   *see also* colleges—instructional org.  
 Horizontal organization of education, *see* territorial units  
 Hormones, *see* sex hormones  
 Hospital schools, 10: 353; 11: 324  
 Hour of day best for studies, 4: 391; 6: 109  
   *see also* recitation schedules  
 Hours per week, *see* time allotments; time spent  
 Household arts, *see* home arts  
 Housing, 7: 514; 12: 155, 162, 246  
   study of, 7: 514; 11: 435, 459  
   surveys, 11: 394  
   *see also under* adult ed.; college students; *see* SCHOOL BLDG.; SPECIAL ROOMS  
 How to study, *see* study—methods  
 Human anatomy, *see* health; mental hygiene  
 Human resources, *see* conservation  
 Hygiene, *see* health; mental hygiene  
 Hypotheses, *see* null hypothesis; tests of significance  
 Ideals, *see* attitudes; moral concepts  
 Identical twins, *see* twins  
 Identification, *see under* gifted chil.; maladjusted; mental defec.; success in school; *see* classification; diagnosis; discriminant functions; matching  
 Idiom, *see* foreign languages—word  
 Idiots, *see* mental defectives  
 Illegitimacy, 10: 418  
 Illiteracy, 9: 354; 10: 47  
   *see also* adult ed.; amount of sch.; foreign speaking per.; Negroes—lit.  
 Illness, *see* diseases; health; mental illness; sick leave; teachers—health  
 Illumination, *see* lighting  
 Imagination, 2: 233; 6: 37; 9: 33; 11: 518  
 Immigrants, *see* minority gr.; mobility  
 Implementation, *see under* research  
 In-service training, *see under* teacher ed.; *see* non-teaching personnel  
 Incentives, 3: 339  
   *see also* motivation  
 Incidental teaching, *see under* arithmetic; English; reading; social studies; *see also* activity education; (*for contrast see* systematic)  
 Income (personal)  
   amount of schooling and (*see* earnings)  
   effect of schooling (*see* persistence)  
   life income (*see under* earnings)  
   *see also* family income and expenditures; retirement—income; salaries  
 Income (school), 2: 108-12, 119; 5: 131-38  
   inequalities (*see* financial ability)  
   *see also* support of ed.; taxation  
 Income tax, *see under* taxation  
 Indebtedness, *see* bonded debt.; loans  
 Independence, 6: 482

**Independent districts**, 1: 188; 4: 365

*see also* territorial units

**Index numbers**, 1: 86; 2: 114, 376; 5: 139, 480; 9: 532-42; 11: 186  
for evaluation, 9: 535; 10: 16

*see also* cost of living; financial ability;  
state sch. systems—eval.

**Indexes**, *see* bibliographical work

**India, education**

finance, 9: 406

history, 9: 381-84

**Indians (American)**, 11: 353-60

economics, 11: 353

education, 11: 355

esthetics, 8: 8, 511; 11: 45

intelligence, 2: 292; 9: 27

Latin American, 9: 369

missions, 11: 359

personality, 8: 295

physical traits, 9: 56, 74; 11: 566

surveys, 11: 353, 357

vocational education, 11: 357

**Individual differences**, 1: 185, 203, 331; 2: 288-94; 3: 117; 6: 96, 309; 8: 241, 526; 9: 292; 11: 485

*see also* ABILITY; ADAPTING INSTRUCTION;  
mental development; twins; variability;  
*partic. subj.*

**Individualized instruction**, 1: 171, 229, 251, 264; 2: 16; 4: 168; 5: 41; 6: 320; 9: 177; 12: 302

college, 3: 234; 6: 223

*see also* adapting instruc. to pupils

**Indoctrination**, effect, 7: 514

*see also* propaganda

**Industrial arts**, 1: 390-91; 2: 74; 4: 495-97; 7: 156-59; 8: 47-50; 11: 398-407  
analysis of social needs, 7: 158; 10: 42; 11: 399, 401

*(see also* vocational opportunities)

college, 4: 203

cost, 11: 402

curriculum, 1: 390; 4: 178; 7: 156-59; 8: 48; 11: 398, 401

effectiveness, 11: 400

equipment, 2: 390; 8: 49, 385; 11: 402; 12: 205

general shop, 4: 180; 11: 402

girls, 11: 402

housing, 5: 339

intelligence and, 1: 391

measurement, 1: 275, 391; 11: 403

methods of teaching, 1: 274, 390; 2: 74; 4: 495-97; 8: 47

need for (*see subhead*, analysis)

objectives, 1: 19, 390; 8: 47

psychology of, 1: 390-91

safety, 8: 49; 11: 401

surveys (*see subhead*, analysis)

teacher education, 1: 17; 4: 181; 8: 49; 11: 401

visual aids, 4: 496; 8: 49

*see also* creative expression; mechanical  
draw.; trade train.; VOCATIONAL ED.

**Industry**

research by, 8: 461; 9: 589

surveys of (*see* vocational oppor.)

*see also* employes — morale; mental hygiene; rating; vocational opportun.

**Inequalities**

in ability to support education (*see* financial ability—variation)

in educational opportunity (*see* persistence in sch.; selective factors)

in learning ability (*see* ABILITY; individual differences; intelligence)

**Infant school**, history of, 9: 337

**Infants**

mental development, 3: 86; 6: 6-16; 9: 5-17; 11: 15, 29, 502

motion pictures, 3: 131; 6: 6; 9: 9

motor development, 6: 3-8; 9: 5-9; 11: 562

physical development, 3: 134; 6: 6-16; 9: 5-17, 52

social and emotional development, 11: 487

tests (*see* intelligence tests—infants)

*see also* birth—; child study; neonates; prenatal development; premature birth; weight—at birth

**Infectious diseases**, *see* disease; encephalitis; syphilis; tuberculosis

**Inference**, *see* interpretation

**Inferiority feelings**, 6: 492, 493; 9: 158

**Influence**, *see* groups; propaganda; *in general*, *see the thing or group influenced*, or *see the influencing agent*

**Informal teaching**, *see* incidental teach.

**Informal tests**, 3: 345; 8: 518

*see also* examinations (achievement)

**Inhibitions**, 2: 213

*see also* retroactive inhibition

**Injuries**, *see* insurance; liability

**Ink blots**, *see* Rorschach technique

**Insanity**, 8: 298

**Insight**, 1: 38; 9: 30, 263, 265, 273; 11: 518

**Institutions**, *see* blind—res.; correctional ed.; deaf—res.; delinquency—res.; juvenile courts; maladjusted—res.; defectives—res.; SCHOOLS; social adjustment—inst.

**Instruction**, 9: 524; 12: 255-358

*see also* colleges—tehg.; correlation—of subject; curriculum; discipline; home study; individualized; INSTRUCTIONAL org.; interests; learning; learning diffic.; life-like situations; materials of instruct.; measurement; METHODS OF TEACHING; motivation; objectives; outcomes; recitations; remedial instruction; school subjects—psych.; special abil. and disabil.; special ed.; study; teaching—; *partic. subj.*

**Instructional materials**, *see* materials

**Instructional organization**, 1: 163-72, 200-230; 4: 382-403; 6: 220; 7: 397; 10: 318-25 plans, 7: 397; 9: 169; 10: 317; 11: 256

*see also* ability grouping; adapting instruct.; classification of pupils; colleges—instruct.; departmentalization; grade org.; platoon org.; promotion; pupil personnel services; recitation schedules; size of classes; social grouping; special ed.

**Instrumental music**, *see* under music

**Instruments**, *see* LABORATORY STUDIES

**Insulin**, *see* diabetes



**Insurance**, 2: 141; 5: 370-77; 8: 167; 11: 181  
 economies, 5: 154, 374; 8: 167  
 legal aspects, 5: 370; 8: 455; 11: 208, 233;  
 12: 242, 247  
 liability insurance, 8: 456; 11: 208, 233;  
 12: 242, 248  
 self-insurance, 5: 371

**Intangible outcomes**, appraisal, 4: 195; 6:  
 316; 7: 126, 527; 8: 512, 514, 534, 544; 9:  
 522; 12: 33-35, 284  
*see also* activity ed.—eval.; appreciation;  
 attitudes; behavior—changes; character  
 —devel.; Eight-Year Study; esthetic  
 devel.; interests; personality; progres-  
 sive ed.—eval.; scientific attitude; so-  
 cial outcomes

**Integration**, 1: 300; 6: 317; 7: 136  
*see also* activity education; art—integra-  
 tion; correlation; courses of study

**Intelligence**, 1: 37; 2: 274-83; 5: 187-214  
 birth order and, 2: 293; 3: 103; 9: 100;  
 11: 536  
 changes in, 2: 298; 3: 96, 116; 5: 191; 6: 10,  
 19, 93, 178; 7: 500; 9: 19, 40, 148, 291,  
 551; 11: 29, 262, 277  
*(see also* high-school pupils—intelligence  
 trends)  
 clinical interpretations (*see subhead*, na-  
 ture; *see intelligence tests*—observ.)  
 concepts of (*see subhead*, nature)  
 constancy (*see subhead*, changes)  
 cultural effects, 5: 210; 8: 235; 11: 342  
 drugs and, 11: 33, 542  
*(see also* endocrine glands)  
 environment and, 1: 38, 274, 292; 3: 87,  
 90, 97; 5: 210; 6: 10, 22, 183; 7: 538; 8:  
 235, 242; 9: 11, 21, 41, 148; 10: 23; 11:  
 30, 505  
*(see also subheads*: changes; cultural ef-  
 fects; family factors; *see nature and nur-  
 ture*; socio-economic)  
 estimation of, 5: 211; 9: 292; 11: 32, 262,  
 277  
 factor analysis, 2: 276; 5: 187; 9: 19, 25,  
 290, 515; 11: 14, 16, 19, 556  
*(see also as main head)*  
 family factors and, 2: 293; 3: 103, 105; 6:  
 22; 11: 26, 510, 536  
*(see also subheads*: birth order; environ-  
 ment)  
 follow-up studies (*see subhead*, changes;  
*see under* gifted children)  
 growth of (*see mental develop.*—rate)  
 health and, 1: 274; 6: 109; 9: 96, 104; 11:  
 33, 103  
 Heinis personal constant, 3: 84; 8: 308; 9:  
 21; 11: 12, 14  
 home and (*see subhead*, family)  
 judging (*see subhead*, estimation)  
 measurement (*see intelligence tests*)  
 mental age (*see as main head*)  
 nature of, 2: 275; 5: 187-93; 9: 19  
*(see also intell. tests*—observ.)  
 non-verbal (*see intelligence tests*)  
 nutrition and, 3: 160; 6: 121; 11: 34

physical factors and, 1: 398; 2: 312, 318;  
 3: 150-62; 5: 50; 6: 25, 102-23; 8: 244;  
 9: 91-102; 11: 33-36, 278, 531-52  
*(see also subheads*: estimation; health;  
*see motor abilities*—intelligence)  
 prediction of, 6: 21; 11: 503, 554  
 premature birth (*see under* mental dev.)  
 quality of (*see intelligence tests*—observ.)  
 racial differences, 2: 291; 3: 105; 5: 212; 8:  
 243; 9: 27; 11: 25, 511  
*(see also* Negroes—intelligence)  
 rate of growth (*see mental dev.*—curves)  
 reading ability and, 7: 500; 8: 243  
 reporting, 8: 250  
 schooling and (*see subhead*, cultural effects;  
*see persistence in school*)  
 season of birth and, 5: 211; 6: 26, 112; 9:  
 98; 11: 27, 511, 535  
 season of observation (*see mental dev.*)  
 sex differences, 2: 290; 3: 119; 6: 25, 97;  
 8: 244; 9: 27; 11: 34, 331, 509, 541  
 surveys of, 8: 246; 9: 152  
*(see also subhead*, follow-up studies; *see*  
 youth—surveys)  
 testing programs, 5: 219  
*see also under* achievement; adjustment;  
 arithmetic; art; composition; delinquen-  
 cy; foreign lang.; industrial arts; mathe-  
 matics; mechanical apt.; moral behav.;  
 motor abil.; music; occupations; per-  
 sonality; reading; shorthand; socio-eco-  
 nomic status; teaching suc.; typewrit-  
 ing; vocabulary  
*see groups*: adults; bilingual chil.; blind;  
 Chinese; college stdt.; crippled chil.;  
 deaf; gifted chil.; high-school pupils;  
 Indians; infants; Japanese; mental de-  
 fec.; Negroes; preschool chil.; prisoners;  
 pupils; speech handicapped  
*see as related topics*: ability grpg.; accom-  
 plishment quotient; aptitude; individual  
 diff.; intelligence tests; mental devel.;  
 nature and nurture; special abil.; and  
 disabil.

**Intelligence tests**, 2: 271-342; 5: 185-241; 8:  
 213-56; 9: 514-17; 11: 5-41, 509  
 adult, 2: 288; 6: 85; 9: 516; 11: 9, 18, 553,  
 556  
 applications, 1: 206; 5: 199-214; 8: 241-56;  
 11: 25-41  
 comparability, 5: 195  
 construction, 2: 295-99; 3: 84, 93; 5: 194;  
 11: 9-24  
*(see also test construction)*  
 culture free, 8: 227; 11: 21, 25, 27, 343  
*(see also* bilingual children—intel.; in-  
 telligence—cultural effects)  
 evaluation, 2: 280; 8: 221-28; 11: 11-20,  
 262  
 group, 2: 280; 5: 196; 8: 223; 11: 15  
 history (*see under* measurement)  
 incentives (*see measurement*—motiv.)  
 individual, 5: 196; 8: 221; 11: 9-15  
 infants and preschool children, 2: 281; 8:  
 229-40; 9: 6; 11: 15, 29, 502  
 in other countries, 5: 197

- non-verbal, 2: 281; 5: 188; 8: 227  
 (see also *subhead*, culture free; see mechanical aptitudes; performance tests)  
 observations while testing, 5: 189, 207;  
 11: 12, 509; 12: 479-80  
 (see also *personality meas.*—qual.)  
 performance tests (see as *main head*)  
 practice effects, 9: 25; 11: 19, 122  
 reliability, 2: 298  
 standardization (see *subhead*, construc.)  
 uses, 2: 300-307; 5: 222  
 validity, 5: 222  
 see also *intelligence (subheads: estimation; factor analysis; measurement; testing prog.)*; mental age; tests
- Interest (on money)**, see *debt service*
- Interests**, 1: 25; 6: 47, 119; 8: 515, 275; 11: 100; 12: 50, 295, 312, 375  
 measurement, 2: 214, 216; 5: 269; 8: 275; 9: 519; 11: 44, 66, 96; 12: 349  
 see also *attitudes*; *motivation*; *preferences*; *reading (vol.)*; *science*; *social studies*; *vocabulary* — *indication*; *vocational interests*; *children*; *college students*
- Interference**, see *conflicts*; *retroactive inhibition*; *transfer*—*negative*
- Intermarriage**, 11: 355
- Internal accounting**, see *accounting*
- Internal organization of schools**, see *organization (in indiv. sch.)*
- International relations**, 8: 69  
 attitudes, 2: 228; 5: 261, 263, 271; 6: 408; 7: 169, 514  
 education and, 6: 408; 11: 439
- Interpersonal relations**, 5: 281; 12: 76, 482  
 see also *aggression*; *group*—; *leadership*; *parent-child*; *sociographic*
- Interpretation**, see *next head*; see *meaning*; *thinking*; *understanding*
- Interpretation of data**, 9: 215; 11: 505-8  
 see also *achievement tests*—*interp.*; *assumptions*; *comparability*; *correlation*—*interp.*; *frequency studies*—*interp.*; *generalization*
- Interviews**, 9: 201-204, 498-501; 12: 536  
 adjustment (see *under adjustment*)  
 diagnostic, 7: 458; 8: 505; 9: 203  
 evaluation, 9: 500; 12: 52  
 in guidance, 9: 201-204; 12: 51-53  
 in research, 7: 458; 9: 498-501  
 in teaching, 9: 203, 501; 12: 537  
 reliability and validity, 9: 202, 498, 499; 12: 53  
 see also *guidance and counseling*; *mental hygiene*; *teachers*—*selection*
- Intracranial lesions**, see *birth traumatization*
- Introspection**, 4: 69
- Introversion-extroversion**, 2: 217; 3: 288, 342; 5: 246; 6: 476; 8: 265; 11: 63, 103, 104, 304  
 ambiversion, 3: 288; 6: 476
- Inventions**, see *technological changes*
- Inventories**, 8: 391  
 see also *accounting (financial)*; *personality meas.*—*tests and inventories*
- Investments**, curriculum, 1: 14
- I Q**, see *intelligence*
- Ireland**, education, 9: 364, 406
- Isochrons**, 12: 6  
 see also *standardization*; *unit of measurement*
- Italian (language)**, 4: 156; 7: 145
- Italian children**, 11: 340, 343
- Italy**, education, 6: 394; 8: 416
- Item analysis**, 2: 295; 3: 15, 33; 5: 238, 478, 499; 8: 311; 9: 521, 554; 11: 65, 116; 12: 546, 552  
 see also *achievement tests*—*selection of items*; *difficulty of test items*; *discrimination of test items*
- Janitors and custodians**, 2: 140, 379; 5: 378; 8: 369; 10: 339; 12: 228, 245  
 training, 5: 379; 8: 369; 10: 339, 346  
 wages, 5: 379; 8: 370  
 see also *cleaning*; *non-teaching pers.*
- Japan, education**  
 history, 9: 388
- Japanese**  
 attitudes, 8: 299  
 esthetic traits, 8: 511  
 intelligence, 2: 292; 8: 227; 9: 27  
 physical traits, 6: 71; 9: 56
- Jews**, 6: 73; 7: 502; 8: 242, 295; 9: 293; 11: 96, 340, 341
- Job analysis**, see *activity analysis*; *occupational analysis*; *teaching*—*activities*
- Jobs**, see *employment*; *occupations*; *vocational*—
- Journalism**, 7: 184, 476  
 see also *student publications*
- Judgments**, 2: 240; 5: 271  
 see also *esthetic judg.*; *grading*; *intelligence* —*estim.*; *jury tech.*; *moral concepts*; *opinions*; *personality*—*estim.*; *preferences*; *psychophysical meth.*; *rating*; *school subj.*—*eval.*; *teachers' eval.*
- Junior colleges**, 4: 379; 5: 391; 7: 370  
 appraisal, 1: 192  
 buildings, 5: 391; 8: 423-25  
 cooperation and coordination, 10: 329  
 curriculum, 7: 179  
 enrolment, 7: 370  
 history, 1: 192; 6: 369; 9: 345  
 legal aspects, 3: 394; 10: 330  
 organization, 10: 329  
 status and trends, 4: 379; 9: 346; 10: 325  
 support, 3: 402  
 see also *colleges*; *secondary sch.*
- Junior high schools**, 1: 183  
 appraisal, 1: 186  
 articulation, 1: 183  
 history, 1: 183; 6: 369; 9: 344  
 legal aspects, 10: 324  
 status and trends, 1: 184; 2: 359; 4: 377  
 see also *high sch.*; *secondary sch.*
- Junior placement**, see *employment serv.*
- Jury technique**, 1: 21; 2: 240; 5: 271
- Juvenile courts**, 2: 315; 6: 511; 9: 485; 10: 445; 11: 291  
 see also *delinquency*
- Kindergartens**, 1: 173, 299; 4: 373; 5: 5-11; 7: 387

- appraisal, 1: 173, 300; 7: 367; 10: 226  
 curriculum, 5: 4-11; 7: 533  
 effect on adjustment, 10: 423  
 effect on later work, 1: 174, 300; 3: 198;  
 7: 367  
 equipment, 8: 381; 12: 205  
 financial support, 3: 401  
 history, 1: 173; 4: 373; 9: 338  
 housing, 4: 51; 10: 317  
 kindergarten-primary units, 10: 316  
 legal aspects, 3: 393; 7: 388  
 measurement, 1: 299  
 methods of teaching, 1: 299  
*see also* preschool ed.; seating
- Kitchen**, *see* lunchrooms
- Knowledge**, *see* achievement
- Knowledge about schools**, public's, 7: 84;  
 8: 160  
*see also* public relations
- Labor**, *see* child labor; organized labor
- Laboratories**  
 equipment, 2: 389; 8: 385, 423; 12: 204  
 housing, 8: 423
- Laboratory experiments**, *see* laboratory studies
- Laboratory method (in teaching)**, 1: 381,  
 385; 2: 21, 24; 9: 300; 12: 418  
 vs. demonstration, 1: 28, 293, 385; 2: 21,  
 27; 4: 474, 511; 9: 300; 11: 389; 12: 300  
*see also* science—methods; single vs. double  
 periods
- Laboratory schools**, 1: 48; 5: 390  
*see also* experimental sch.
- Laboratory studies (research)**, 3: 284; 4:  
 97-107; 8: 23; 9: 564-68  
*see also* eye-movement studies; galvan-  
 ometric; recording
- Lag**, social, 10: 432; 11: 433
- Land**, *see* real property; sites
- Land-grant colleges**, *see* state colleges
- Land-use surveys**, 11: 353
- Landscaping**, *see under* sites
- Language**  
 analysis of social needs, 2: 35; 5: 39  
 college, 2: 35  
 development, 1: 267, 347; 3: 299; 4: 452;  
 5: 8-12, 39; 6: 28; 7: 539; 8: 231, 236;  
 9: 16, 33, 289; 10: 121; 11: 303, 307,  
 346, 515  
 errors (*see under* English)  
 high-school, 2: 36  
 meaning (*see* semantics; vocabulary)  
 oral, 5: 38, 40; 7: 539  
 requirements (*see under* foreign lang.)  
 research approaches, 5: 37; 7: 475; 9: 16,  
 470; 12: 497  
 sex differences, 3: 212  
*see also* conversation; deaf; discussion abil.;  
 English; foreign-speaking persons; il-  
 literacy; reading; semantics; speech;  
 vocabulary
- Language arts**, 10: 73-175  
*see also* English; handwriting; LANGUAGE;  
 reading; speech; spelling
- Large outcomes**, *see* outcomes of ed.
- Large schools**, *see* size of schools
- Laterality**, 5: 64; 7: 505; 8: 504; 9: 15, 37, 567  
*see also* left-handedness
- Latin**, 2: 56-65; 7: 148; 10: 130-34  
 curriculum, 7: 148; 10: 131  
 derivation study, 2: 60  
 effect on English (*see subhead*, transfer)  
 error studies, 3: 302  
 extensive vs. intensive study, 2: 56  
 measurement, 1: 372; 10: 134  
 methods of teaching, 2: 56-65; 4: 469; 7:  
 149; 8: 507; 10: 132  
 objectives, 2: 56; 10: 130  
 teacher education, 10: 133  
 transfer of training, 2: 60; 6: 288; 7: 522;  
 9: 271; 10: 130  
 vocabulary, 7: 148; 10: 131  
*see also* Classical Investigation; foreign  
 languages
- Latin America**, *see* international rel.
- Latin American education**, 9: 368-71  
 history, 9: 369  
 research, 9: 368-71  
 school buildings, 8: 417
- Latin square**, *see* experimentation—techn.
- Laundry**, 8: 376
- Law**, *see* law education; legal—; legislation
- Law education**, 7: 184  
 aptitude for, 5: 224; 8: 261  
 in high school, 7: 134
- Layout**, *see* office; school buildings
- Leadership**, 2: 218, 220; 3: 229; 4: 191; 5:  
 282; 6: 188; 7: 21, 84; 9: 153; 10: 374; 11:  
 283, 460, 462; 12: 71, 75, 77, 351  
*see also* group interaction; groups; super-  
 vision
- League of Nations**, 6: 408
- Learning**, 1: 22-29; 3: 283-315; 4: 97; 5: 495;  
 6: 281-309; 7: 12, 537; 9: 30, 255-94;  
 11: 514  
 curves, 5: 240; 6: 296; 8: 506; 9: 276, 282  
 difficulties (*see* learning diffic.)  
 distribution of practice, 3: 314; 9: 276  
 drugs and, 6: 309  
 emotions and, 6: 298, 304  
 (*see also* motivation; purpose; success  
 (psych.); learning difficulties)  
 intelligence and, 3: 283; 6: 308  
 knowledge of success (*see* success (psy-  
 chology))  
 laws of, 9: 257  
 motivation (*see as main head*)  
 organization (mental), 9: 262  
 practice (*see subheads*: distribution; vs.  
 maturation)  
 size of class and (*see as main head*)  
 testing and (*see* achievement tests—teach-  
 ing value; study—kind)  
 trial-and-error, 9: 256, 263, 273, 275  
 units (*see* units of work)  
 vs. maturation, 6: 6, 31, 306; 7: 533; 8: 234  
 whole vs. part, 1: 388, 396; 2: 66, 67; 3:  
 314; 6: 33; 9: 277  
*see also* ACHIEVEMENT; adults; aptitude;  
 complex processes; CONCEPTS; condi-  
 tioned resp.; diagnosis; drill; generaliz-  
 ation; insights; INSTRUCTION; memoriz-  
 ing; memory; permanence; problem

- solving; retroactive inhib.; study; transfer; understanding
- Learning difficulties**  
 emotions and, 1: 335; 7: 507; 9: 158; 10: 417, 424; 11: 479, 491  
 (see also adjustment; motivation)  
 nature of, 5: 22  
 see also COMPREHENSION; diagnosis; DIFFICULTY OF MATERIALS; error studies; learning; remedial instruction; special abilities and disabilities
- Leaves of absence**, 1: 114
- Leaving school**, see persistence in sch.
- Lecture method**, 2: 43; 3: 340; 4: 514, 518; 8: 20; 9: 296, 297  
 see also laboratory method—vs. dem.
- Left-handedness**, 1: 340; 2: 218; 6: 52, 518; 7: 505; 10: 147  
 see also handwriting—mirror
- Legal basis of education**, 3: 369-468; 7: 405; 10: 305  
 constitutional provisions, 3: 378-89, 407; 11: 191  
 see also federal govt.—legal; state govt.—legal; legislation
- Legal research**, methods, 4: 85-91; 9: 459, 460-65; 12: 468  
 see also bibliographical work; historical methods; legislation—needed research
- Legal status**, see under administrative officers; college professors; teachers
- Legibility**, see handwriting; reading
- Legislation and court decisions**, 3: 391-468; 4: 85-91; 10: 345; 12: 468  
 needed research, 9: 463  
 see also contracts; legal—; liability; particular agency or activity
- Leisure time**, see activities; recreation
- Length**  
 of elementary ed. (see elementary sch.)  
 of service (see experience; tenure)  
 of stay in school (see amount of schooling; persistence in school)  
 of tests (see objective tests—length)  
 see also economy of time; periods; school day; school year; time requirements
- Letter writing**, 1: 350  
 see also composition; vocabulary
- Level of attainment**, see achievement; amount
- Levels of expenditure**, see cost of ed.—returns; family income—planes
- Liability**  
 of school boards, 3: 397; 8: 456; 11: 208, 233; 12: 241, 248  
 of school officers, 3: 396, 418; 7: 311  
 of teachers, 1: 117; 3: 419, 433; 7: 311; 10: 254  
 tort liability, 3: 415-20, 433; 8: 456; 11: 208, 233; 12: 241  
 see also fiducial; insurance—liabil.
- Liberal-arts college**, see colleges
- Liberalism-conservatism**, 2: 229; 3: 291; 5: 262-68; 6: 477; 8: 68, 278; 10: 21, 183; 11: 69, 70, 74, 95, 438; 12: 13, 417  
 see also civic attit.; economic attit.; political theories; religious attit.
- Libraries**, 8: 31; 12: 323-35  
 college, 5: 389; 12: 323, 328  
 cooperative programs, 12: 325  
 costs, 12: 326  
 equipment, 2: 391; 8: 381  
 evaluation, 12: 324, 326  
 financing, 3: 402  
 high-school, 12: 323  
 housing, 8: 423  
 instruction about use, 4: 92-96; 12: 329  
 (see also bibliographical work)  
 junior-college, 8: 423  
 needed research, 12: 330  
 public, 7: 64; 9: 355  
 surveys, 12: 324  
 use of, 10: 36; 12: 327  
 see also adult ed.; booklists; reading (voluntary)
- Library methods**, see bibliographical
- Library reading**, see libraries—use
- Lie detector**, see under lying
- Life**, see next heads; analysis of social needs; community—; culture variations; home—; social—; success; transfer
- Life activities (classifications and descriptions)**, 10: 30, 31; 11: 389, 431-32; 12: 274  
 see also activities; activity ed.; analysis of social needs; community and sch.; contemporary prob.; curriculum making—life activ.; direct experiences; experiential background; life-like situations; out-of-school activities; transfer to life
- Life earnings**, see under earnings
- Life histories**, 7: 20; 9: 206, 484; 10: 26, 420; 11: 325  
 see also autobiographies; diaries
- Life-like situations**, 1: 22, 24; 11: 436; 12: 436  
 see also life activities
- Lighting**, 2: 383; 5: 357-61; 8: 371, 374, 380, 382, 399-407, 415, 425; 12: 206, 211-20  
 amount needed, 5: 357; 7: 507; 8: 400; 10: 106; 11: 319; 12: 198, 213  
 equipment costs, 8: 408  
 glare, 8: 404; 12: 216  
 needed research, 8: 407; 12: 215  
 see also painting; windows
- Likes**, see preferences
- Lip reading**, see under deaf
- Literacy**, see illiteracy
- Literature**  
 appreciation, 2: 33; 3: 291; 4: 455; 5: 62; 6: 98; 10: 116  
 classics, 4: 454; 10: 120  
 college, 10: 123  
 curriculum, 10: 110, 115  
 difficulty, 1: 33; 4: 454  
 elementary-school, 4: 138  
 extensive reading, 8: 29  
 grade placement, 1: 33; 4: 454  
 methods of teaching, 1: 257; 2: 33; 4: 457; 8: 29; 10: 110  
 social conditions and, 10: 13  
 see also biographies; drama; English; fiction; poetry; reading (voluntary)
- Load**, see financial ability, effort, and need; study—load; teaching load

- Loans**, 11: 190-96  
 short-term, 11: 192, 227, 230  
 teacher, 1: 125  
*see also* bonded debt; capital outlay
- Local control of education**, *see* centralization;  
 fiscal independ.; *next heads*
- Local districts**, 4: 357; 7: 361; 11: 200  
*see also* territorial units; *next heads*
- Local initiative**, *see* local support
- Local residents as teachers**, *see under* teacher  
 employment
- Local school systems (organization and ad-  
 ministration)**, 4: 357-68, 404-10, 417-25;  
 7: 394-404; 10: 331-46  
 checklists, 7: 399  
 history, 1: 163-72; 4: 357, 404; 7: 396; 9:  
 459  
 legal aspects, 3: 390-442; 4: 357  
 philosophy, 6: 324-36  
 relation to other governmental agencies,  
 3: 405; 7: 398; 10: 305; 11: 232  
 (*see also* fiscal independence)  
 research influence, 7: 397, 404  
*see also* articulation; attendance; atten-  
 dance dist.; boards of ed.; BUSINESS AD-  
 MIN.; city school sys.; county school  
 sys.; democracy—in admin.; elemen-  
 tary—; finance; grade organ.; health  
 serv.; INSTRUCTIONAL ORGAN.; legisla-  
 tion; ORGANIZATION OF ED.; participa-  
 tion in admin.; personnel admin.; princi-  
 pals; public rel.; PUPIL PERSONNEL SERV.;  
 pupil records; reports; rules and reg.;  
 school dist.; school pop.; secondary—;  
 special ed.; student activities; superin-  
 tendents; supervision; teacher ed.—in-  
 service; teacher employment; teachers;  
 teaching—; territorial units; time req.;  
 transportation; unitary vs. multiple  
 control; vertical units
- Local School Units Project**, 8: 129, 437-41;  
 10: 309; 11: 197  
*see also* territorial units
- Local support of education**, 5: 168; 8: 184;  
 11: 166  
 inequalities (*see* financial ability)  
*see also* SUPPORT OF EDUCATION
- Location**, *see* geographic factors  
 of schools, *see* reorganization of school dis-  
 tricts; sites—location
- Logical thinking**, *see* thinking—careful
- Long division**, *see* arithmetic—div.
- Longitudinal studies**, 6: 84; 7: 488; 8: 550;  
 9: 17, 19, 92, 488; 11: 307, 316; 12: 5, 47-48  
 technique, 11: 505-509  
*see also* anthropometry; case study; follow-  
 up studies; genetic research; GROWTH  
 AND DEVELOPMENT; trends
- Loss of knowledge**, *see* forgetting
- Lots**, *see* playgrounds; sites
- Lowered vitality**, *see* delicate chil.
- Lunchrooms**, 2: 386; 11: 222, 390  
 accounting, 8: 144; 11: 222  
 equipment, 2: 393; 8: 382; 12: 205  
 legal aspects, 8: 458
- Lying**, 2: 211; 5: 257; 7: 472; 8: 12  
 lie detector, 7: 472; 8: 284; 11: 51, 104  
*see also* cheating
- Machine scoring**, *see* scoring—machine
- Magazines**, *see* newspapers and magazines;  
 periodicals (professional)
- Maintenance**, 2: 141, 379; 5: 154; 8: 377-78;  
 12: 228-36  
 of grounds, 8: 378; 12: 229  
*see also* buses; depreciation; floors; non-  
 teaching pers.; operation; painting
- Maladjusted and problem children**, 5: 249;  
 6: 21, 181, 187, 222; 6: 499-513; 9: 183;  
 10: 440-49; 11: 102, 288-96  
 identification, 2: 186-93; 5: 249; 10: 441;  
 11: 288  
 prevention, 11: 292  
 residential schools, 6: 509; 10: 353, 446;  
 11: 288, 291  
*see also* ADJUSTMENT; delinquency
- Malnourished**, *see* undernourished
- Management**, *see* administration
- Manual tests**, 2: 323; 8: 259-61; 9: 518; 11: 48  
*see also* mechanical abil.; motor abil.
- Manual training**, *see* industrial arts
- Manuscript writing**, *see* handwriting
- Maps**, 5: 77; 11: 452; 12: 340  
 classroom, 2: 392; 8: 387  
 reading, 5: 79; 7: 170; 11: 452, 466; 12: 340  
*see also* spatial relationships
- Marital adjustment**, 5: 251; 6: 480; 7: 33;  
 8: 275, 292; 10: 8, 414  
 prediction, 10: 8, 415; 12: 71  
*see also* FAMILY; psychotherapy; sex
- Marking**, 3: 54, 201-4; 4: 75; 5: 463; 6: 169-  
 73; 9: 172  
 plans for making comparable, 3: 203; 5:  
 221, 222, 238; 6: 169  
 reliability, 3: 201; 4: 76; 5: 217, 221; 6: 169  
 what marks include, 6: 220; 9: 172  
*see also* PUPIL RECORDS AND REPORTS
- Marriage**  
 assortative mating, 7: 33; 10: 7, 415; 11:  
 354  
 attitudes toward, 9: 157; 10: 7; 12: 13  
 counseling (*see* family—counseling)  
*see also* FAMILY; home and family life; in-  
 termarriage; marital adjustment
- Married women teachers**, *see under* teacher  
 employment
- Masculinity-femininity**, 2: 250; 3: 210; 8:  
 275; 11: 97
- Master's degree**, *see* graduate ed.
- Matching (complex)**, 2: 239; 8: 287, 289, 311;  
 12: 36
- Materials of instruction**, *see* difficulty of ma-  
 terials; reading (instruction)—materials;  
 textbooks; workbooks
- Maternal age**, *see* age differences
- Mathematics**, 1: 367-70; 2: 7-20; 4: 479-88;  
 7: 160; 8: 51-57; 12: 359-452  
 approximate computation, 5: 229; 12: 405  
 college, 4: 204  
 curriculum, 4: 168, 204; 6: 317; 7: 160; 10:  
 0, 32; 12: 405, 430



- diagnosis, 1: 367; 2: 14; 3: 334; 4: 484; 12: 431  
 drill, 2: 17; 4: 487; 8: 57  
 equipment, 12: 408  
 errors, 1: 367; 4: 484  
 extra-school education, 12: 435-42  
 general, 3: 290; 5: 29; 7: 161; 10: 32; 12: 405  
 individualized instruction, 2: 16; 4: 168  
 intelligence and, 12: 427  
 junior high-school, 1: 14, 45; 7: 161; 12: 405-11  
 measurement, 4: 170; 12: 408  
 methods of teaching, 2: 7-20; 3: 323; 4: 479-88; 12: 430, 431  
 needed (*see subhead*, required)  
 objectives, 1: 13; 7: 160; 12: 405  
 permanence of learning, 4: 485  
 prediction, 4: 479; 8: 51; 11: 43; 12: 408, 427  
 problem solving, 1: 368; 2: 11  
   (*see also under* algebra; arithmetic)  
 psychology of, 1: 367-70  
 reading and, 5: 24; 12: 407, 429  
 remedial instruction, 2: 15; 4: 484; 12: 431  
   (*see also under* arithmetic)  
 reorganized, 6: 317; 7: 161; 8: 56  
   (*see also subhead*, general)  
 required in science, 1: 13, 381; 12: 432  
 sex differences, 3: 212; 4: 483; 6: 98; 8: 55; 12: 407  
 teacher education, 1: 16; 12: 443-50  
 textbooks, 1: 13, 45; 4: 169, 198; 12: 408  
 unified (*see subhead*, reorganized)  
 visual aids, 12: 408  
 vocabulary, 1: 13; 4: 141, 170; 8: 55; 12: 407, 429  
   *see also* algebra; arithmetic; geometry
- Maturation**, 6: 6; 9: 288; 11: 487, 562  
*see also* growth and devel.; learning—vs. maturation; nature and nurture
- Maturity**, *see* adults; emotional mat.; growth; mental age; physiological mat.; skeletal mat.; social maturity
- Meaning**, 11: 480, 482  
*see also* semantics; understanding; vocabulary—meaning
- Measurement (educational)**, 3: 344; 12: 33-35  
 assumptions, 5: 498, 501; 8: 315, 524  
 criticisms, 5: 446, 456, 460, 469, 493; 8: 497, 545; 9: 523; 11: 117-18  
 evaluation vs. measurement, 9: 521-23; 12: 33-35, 521-33  
 frequency (*see under* achievement tests)  
 history, 2: 274, 280, 321; 3: 21, 33, 36; 4: 58; 5: 455; 8: 217, 524, 547  
   (*see also subhead*, trends; *see* vocational tests—history)  
 improvement, 8: 523-36  
 in other countries, 5: 443-54; 6: 401, 407; 9: 370, 574  
 in research, 5: 463-68, 492; 8: 497  
 incentives (*see subheads*, motivation)  
 influence on education, 5: 482, 493  
   (*see also study—kind*)  
 motivation of, 2: 248; 5: 217, 290; 8: 225; 9: 26  
 motivation from (*see* achievement tests—motivation from)  
 philosophy, 4: 59; 5: 456, 494; 8: 523-36, 548; 9: 521; 11: 117-18  
   (*see also subheads*: criticisms; influence; purposes; *see* achievement tests—issues)  
 programs (*see* testing programs)  
 purposes, 3: 5, 24; 8: 528-33  
 relation to teaching, 5: 482, 494; 8: 21, 497, 529; 9: 300, 521  
 trends, 3: 49-61; 5: 455; 8: 217-20, 523-36, 542; 9: 520-23  
 units of (*see as main head*)  
 uses, 8: 513  
   (*see also subhead*, in research; *see under* achievement tests; intelligence tests; rating; *see* guidance—testing)
- see also* achievement—meas.; appraisal; comparable measures; diagnosis; errors of meas.; evaluation; factor anal.; marking; measurement (non-mental); norms; objectivity; outcomes of ed.; personality meas.; prediction; profiles; projective tech.; psychophysical meas.; rating; reliability; reports on pupils; sociographic tech.; TESTS AND SCALES; validity; *partic. subj.* (*subheads*: tests, measurement, evaluation, or diagnosis)
- Measurement (non-mental)**, *see* anthropometry; EVALUATION; galvanometric; hearing; motor abil.; physical devel.; teaching load; transportation; vision
- Mechanical ability**, 1: 275; 2: 322; 3: 213; 8: 260; 11: 263  
*see also* motor abilities; *see next head*
- Mechanical aptitudes**, measurement, 1: 275; 2: 216, 322; 8: 258; 9: 518; 11: 47-49  
*see also* automobile; aviation; employment tests; engineering; MOTOR ABILITIES
- Mechanical drawing**, 4: 181; 8: 48, 49; 11: 403
- Mechanical recording**, 5: 253; 6: 3; 9: 474, 564-68  
*see also* galvanometric st.; RECORDING
- Medical examinations**, *see* physical exam.
- Medicine**  
 aptitude, 5: 224; 8: 261; 11: 50  
 education, 7: 183  
*see also* anatomy; disease; drugs; health; pharmacy; physiology
- Memorizing**, 1: 26; 6: 293; 9: 30  
 whole vs. part (*see under* learning)  
*see also* learning; memory
- Memory**, 6: 35; 7: 538; 8: 226; 9: 30, 44; 11: 516, 556  
*see also* forgetting; permanence of learning; reminiscence; retroactive inhibition; summer vacations
- Menarche**, *see* adolescents—pubescence
- Menstruation**, effects, 6: 109; 10: 470  
 onset (*see* adolescents—pubescence)
- Mental ability**, *see* intelligence
- Mental age**, 2: 288; 3: 112  
*see also* intelligence; mental development
- Mental defectives**, 3: 243; 5: 193, 205; 6: 15, 26, 231, 520; 8: 254; 11: 261-76  
 birth traumata, 3: 161; 6: 15, 110, 521



- development, 3: 94; 5: 205; 9: 101  
 identification, 2: 309; 11: 261  
 motor abilities, 9: 37  
 number, 11: 264  
 physical condition, 6: 116; 9: 102  
 residential schools, 11: 265  
 vocational training, 11: 268  
*see also* mental—; reading (instruc.)—mental; retarded chil.; special ed.
- Mental deterioration**, *see* insanity; mental development—decline; mental illness; psychoses; senescence
- Mental development**, 3: 81-181; 5: 191; 6: 3-48, 85-123; 8: 235; 9: 1-141, 148; 11: 502-52  
 birth month (*see* intelligence—season)  
 cessation (*see* subhead, limits)  
 curves, 3: 84, 91, 94, 110, 113; 5: 239; 6: 10, 18, 92, 118, 177; 8: 229; 9: 18, 39, 93; 11: 504  
 decline, 5: 193, 208; 6: 119; 11: 555  
 disease and (*see* subhead, health)  
 factors affecting, 3: 88-129; 6: 12; 9: 41  
 glands and, 9: 105-10; 11: 539  
 health and, 3: 89, 158; 5: 209; 6: 109; 8: 244; 9: 104; 11: 544  
 individual differences, 9: 19, 39, 41  
 limits, 2: 288; 3: 109; 5: 208; 6: 86; 9: 39; 11: 504, 553  
 (*see also* subhead, decline)  
 needed research, 6: 100; 9: 45  
 norms (*see* subhead, curves)  
 nutrition and, 1: 399; 9: 103; 11: 537  
 physical development and, 3: 124, 150-62; 6: 102-23; 8: 244; 9: 91-102; 11: 531  
 prediction, 11: 503  
 (*see also* intelligence—predic.)  
 premature birth and, 3: 89; 6: 15, 111; 9: 10, 97; 11: 27, 535  
 rate (*see* subhead, curves)  
 season and, 9: 100  
 sex differences, 3: 118; 9: 42, 109  
 sex maturity and, 9: 108  
*see also* concepts—devel.; GROWTH AND DEVELOPMENT; INTELLIGENCE; learning; mental age; nature and nurture
- Mental disorders**, *see* mental defectives; mental illness; psychoses
- Mental hygiene**, 6: 457-563; 9: 212; 10: 224-27, 403-63  
 history, 6: 461-70  
 in industry, 6: 498; 10: 411  
 interviews, 6: 527  
 principles, 10: 407-13, 450  
 recreation and, 6: 483  
 research procedures, 6: 524-36  
*see also* ADJUSTMENT; art; emotional—; emotions; fears; frustration; home conditions; mental illness; morale; psychotherapy; teachers—mental hygiene
- Mental illness**, 5: 190; 6: 484  
*see also* insanity; neuroticism; psychoses
- Mental maturity**, *see* mental age
- Mental set**, 9: 262
- Mental tests**, *see* psychological tests
- Mentally accelerated**, *see* gifted chil.
- Mentally handicapped**, 11: 261-76  
*see also* mental defectives; retarded chil.
- Metabolism**, 3: 127, 145; 6: 26, 106, 117; 8: 283; 11: 33, 99, 539, 578
- Methods**, *see* methods of teaching; research process; study—methods of
- Methods of teaching**, 3: 57, 316-37; 6: 310-23; 9: 278-81, 295-302; 11: 446-58; 12: 299-304  
 college, 3: 234-37; 4: 460, 513-19; 8: 19-24  
 elementary-school, 1: 245-323; 3: 318; 4: 29-35; 5: 1-120; 6: 311; 7: 447-581  
 high-school, 2: 1-94; 4: 457; 6: 310; 8: 1-102  
 needed research, 4: 30  
*see also* activity ed.; assignments; auditory aids; contract meth.; drill; incidental teaching; INSTRUCTION; INSTRUCTIONAL ORG.; laboratory meth.; lecture meth.; project meth.; school subj.—psych. of; supervised study; unit plan; visual aids; *see partic. subj.*
- Mexican children**, 6: 81, 82; 8: 243; 9: 58, 293; 11: 342, 349  
*see also* bilingual children
- Mexican education**, *see* Latin American
- Microphotography**, 9: 455; 12: 340, 469
- Middle age**, 6: 496
- Migration**, *see* mobility
- Militarism-pacifism**, *see* war—attitudes
- Military training**, 3: 444; 5: 290
- Minority groups**, 10: 3; 11: 330-60  
*see also* bilingual chil.; CULTURE VAR.; exceptional chil.; foreign-speaking persons; Indians; Negroes
- Mirror drawing**, 3: 294, 297
- Mirror writing**, *see* under handwriting
- Misconceptions**, 3: 288; 5: 78; 8: 71; 9: 271; 12: 417  
*see also* superstitions; understanding
- Misconduct**, *see* behavior; delinquency
- Mission education**, 9: 384, 387, 389, 395, 398; 11: 359
- Mobility**, of population, 1: 163; 7: 38, 46; 10: 6; 11: 158; 12: 155, 157  
*see also* under delinquency; teachers; *see* social mobility
- Modern Foreign Language Study**, 1: 371
- Modern foreign languages**, *see* foreign lang.
- Modern problems**, *see* contemporary
- Money**, children and, 4: 511  
*see also* finance; funds; income
- Money value of education**, *see* earnings; economic value of education
- Mongolism**, 11: 536
- Month of birth**, *see* season of birth
- Moral behavior**, 7: 468-73  
 intelligence and, 8: 245; 11: 289  
 knowledge and, 2: 224; 4: 507; 5: 279, 288; 10: 29  
 morale and, 7: 470  
*see also* BEHAVIOR; CHARACTER; cheating; conformity; lying; moral concepts
- Moral concepts and attitudes**, 2: 76, 221; 5: 267, 284, 288; 6: 44, 181; 8: 285; 10: 27; 11: 95  
 vs. practice (*see* moral behavior—knowl.)  
*see also* honesty; sex attitudes
- Moral knowledge**, *see* moral concepts
- Moral training**, *see* character ed.

- Morale**, 7: 33, 470; 11: 99; 12: 8, 14, 348  
*see also under* employes; teachers; *see* emotional climate; group interaction
- Mores**, *see* customs; social patterns
- Morons**, *see* mental defectives
- Morphology**, *see* body build; appearance
- Morrisonian units**, *see* unit plan of tchg.
- Mortality**, *see* persistence in school; vital statistics
- Mothers**, *see* parents  
 unmarried mothers, *see as main head*
- Motility**, 6: 3, 15; 7: 67
- Motion pictures**, 3: 335; 4: 508; 7: 65; 10: 433; 12: 336-44, 438  
 appreciation and discrimination, 12: 338  
 effects of, 4: 508; 5: 253; 6: 43, 486; 10: 433  
 (*see also* attitudes—motion pict.)  
 equipment, 2: 391; 8: 384; 12: 339  
 frequency analysis, 9: 467  
 observation records (*see* photographic recording)  
 Payne Fund studies, 4: 508; 6: 36, 43, 486-89; 7: 66; 8: 384  
 production, 12: 338  
 sound, 3: 335; 6: 315; 7: 282; 8: 384  
*see also* art—motion; English—visual; eye-movement st.; foreign lang.—vis.
- Motivation**, 4: 509; 5: 290; 6: 33, 50, 475; 7: 29, 471; 9: 285; 10: 422, 425; 12: 50, 376  
 experiments, 6: 300, 475; 7: 28, 538; 8: 294; 9: 285  
 from tests (*see* achievement tests)  
 of learning, 2: 248; 3: 58, 330, 338; 5: 17, 238; 6: 300  
 of misconduct, 7: 471; 8: 11; 10: 420  
 of test performance (*see* measurement)  
 rewards vs. punishment (*see* subhead, experiments)  
*see also under* arithmetic; English; measurement; reading (vol.); *see* incentives; pupil purposes; success
- Motor abilities**, 5: 49; 7: 483; 9: 5-15, 35  
 among school children, 1: 274; 6: 180  
 athletic (*see* athletic ability)  
 correlation, 9: 36  
 development, 1: 399; 3: 127, 148; 6: 3-16, 49-53; 8: 233; 9: 5-37; 11: 562-72  
 factor analysis, 9: 36; 11: 565, 567  
 factors affecting, 5: 49; 6: 12, 51; 11: 566  
 homogeneous grouping, 7: 483  
 intelligence and, 1: 398; 6: 51; 8: 245; 9: 96  
 learning, 3: 294; 6: 50, 291  
 (*see also* learning—vs. maturation)  
 measurement, 2: 323; 6: 51; 7: 483; 8: 40; 9: 8, 35; 11: 565  
 (*see also* physical education—meas.)  
 methods of teaching, 1: 400; 6: 292  
 physical factors, 6: 51  
 prediction, 11: 565  
 psychology of, 1: 398; 3: 294  
 racial differences, 6: 52; 9: 10; 11: 566  
 sex differences, 11: 48, 564  
 skills (*see* sports—skill)  
*see also* deaf; drawing; eye-movement st.; handwriting; manual tests; mechanical apt.; physical devel.; pronunciation; sports; typewriting
- Mountain children**, 2: 292; 3: 92; 5: 211; 6: 71  
 curriculum, 10: 32
- Movements**, *see* motility; motor ability
- Moving pictures**, *see* motion pictures
- Multiple correlation**, *see* correlation—partial; regression—multiple
- Multiplication**, *see under* arithmetic
- Multi-sensory aids**, *see* auditory aids; visual aids
- Municipal government**, and education, 10: 305; 11: 166, 173, 232  
*see also* fiscal independence; government; local school systems—relation
- Municipal universities**, 4: 380; 10: 306
- Museums (art)**, 4: 173; 7: 129; 10: 363; 11: 377, 378
- Museums (science)**, *see under* science
- Music**, 1: 294-97, 395-97; 2: 66; 4: 501; 7: 491; 9: 34; 11: 408-15  
 achievement in, 1: 294; 8: 58  
 appreciation, 1: 297, 396; 4: 176, 502; 7: 492; 11: 411  
 (*see also* esthetic development)  
 aptitude, 1: 294, 395; 5: 225; 7: 130; 8: 58, 262, 511; 11: 44  
 college, 4: 205; 11: 412  
 curriculum, 1: 295; 4: 175; 7: 130, 492  
 equipment, 8: 58  
 experiential background, 11: 409  
 eye-movement studies, 1: 295  
 factor analysis, 11: 409  
 history of, 1: 294  
 instrumental, 1: 296, 395; 2: 395  
 (*see also* subhead, piano; *see* bands and orchestras)  
 intelligence and, 1: 294, 395; 2: 66; 8: 246; 11: 32, 409  
 learning (*see* subhead, memorizing)  
 measurement, 1: 296, 395; 4: 176  
 memorizing, 1: 396; 2: 66  
 methods of teaching, 1: 294, 396; 2: 66; 4: 177, 501; 7: 491; 11: 410  
 nationality and, 4: 502; 8: 511  
 objectives, 1: 10; 7: 491; 11: 412  
 piano, 1: 296, 396; 2: 66  
 physiological correlates, 11: 410  
 prediction (*see* subhead, aptitude)  
 psychology of, 1: 396; 4: 177; 7: 491  
 racial differences, 4: 177  
 radio instruction, 1: 397  
 reading, 1: 295; 11: 410  
 rhythm (*see as main head*)  
 sex differences, 3: 212; 4: 502; 11: 409  
 singing, 1: 295; 4: 501; 11: 410  
 surveys, 8: 58; 11: 412  
 talent (*see* subhead, aptitude)  
 taste, 4: 502; 11: 411  
*see also* bands and orchestras; esthetic development; phonograph; radio
- National defense**, 11: 398; 12: 162-67  
*see also* morale; war
- National Education Association**, 1: 108; 7: 314  
 Research Division, 9: 534, 578
- National planning**, 11: 139  
*see also* conservation; federal support

- National resources**, *see* conservation  
**National surveys**, *see under* surveys  
**National testing programs**, 5: 457  
**Nationality differences**, 2: 351  
*see also under* art; music; reading; *see* CULTURE VARIATIONS; racial diff.  
**Natural science**, *see* science  
**Nature and nurture**, 9: 493  
in character, 7: 468  
in intelligence, 1: 38; 2: 293; 3: 87, 97; 6: 22; 8: 241; 9: 11, 23, 26, 292; 11: 30, 507  
in physical development, 7: 483, 487  
in success (*see* success in life)  
*see also* environment; heredity; home conditions; intelligence — environment; learning—vs. maturation; twins  
**Nature study**, 1: 293  
**Needed research**, *see under* partic. subject  
**Needs**, *see* analysis of social needs  
**Negative suggestion**, *see* true-false  
**Negative transfer**, *see under* transfer  
**Negro education**, 11: 330-39; 12: 116  
college, 11: 331, 333  
graduate education, 10: 329; 11: 335  
history, 6: 372  
housing, 12: 192, 195  
legal aspects, 3: 380; 10: 329; 11: 331  
salaries, 10: 231, 262  
secondary schools, 11: 333  
support, 8: 180; 11: 165, 333  
vocational education, 11: 335, 400  
**Negroes**, 5: 259; 10: 5  
attitudes and beliefs, 10: 27, 28  
contributions, 11: 336  
history of, 11: 337  
intelligence, 2: 291; 5: 212; 9: 27; 11: 25, 331  
literacy, 10: 47  
mentally superior, 11: 282  
newspapers, 10: 13  
personality traits, 8: 295; 12: 11  
physical traits, 3: 146; 9: 56; 11: 576  
youth, 7: 46; 11: 335; 12: 11  
*see also* culture var.; race rel.; racial differences; Negro education  
**Neonates**, 3: 89; 6: 3  
growth, 9: 48, 58; 11: 573  
measurement, 9: 47; 11: 580, 583  
psychology, 8: 232; 9: 5; 11: 562  
*see also* birth—; weight—at birth  
**Nepotism**, *see* teacher employ.—local  
**Nervous disorders**, *see* adjustment; emotions; neuroticism  
**Nervous system**, 1: 38  
**Netherlands, education**, 8: 416  
colonial policies, 9: 399  
**Neuro-muscular**, *see* motor abilities  
**Neuroticism**, 5: 465; 7: 264, 288; 8: 293; 9: 169; 10: 225; 11: 88  
*see also* adjustment; emotional—; ties  
**New-type tests**, *see* objective tests  
**New York City activity experiment**, 10: 319; 12: 277, 282, 364  
**New Zealand, education**, 9: 366; 12: 119  
**Newer objectives**, *see* objectives—broadened  
**Newer-type teaching**, 8: 507, 512; 10: 319, 320  
**Newspapers and magazines**, 7: 62; 8: 72; 10: 12, 344; 11: 423; 12: 437  
and attitudes (*see* public opinion)  
read, 1: 11, 334; 7: 62; 8: 31; 10: 81, 100; 11: 451-52  
rural, 7: 63  
*see also* advertising; comics; current events; documentary anal.; journalism; periodicals (profn.); public opinion; reading (vol.)—int.; student pub.  
**Night schools**, *see* evening schools  
**Nomographs**, 2: 115; 3: 38; 5: 233; 8: 307; 11: 15  
**Non-attendance**, 3: 190; 4: 72; 6: 160  
amount of, 3: 190  
causes of, 4: 72; 6: 160; 9: 162; 12: 25  
consequences of, 6: 161; 9: 162, 166  
*see also* absence; attendance; truancy  
**Non-certified personnel**, *see* non-teaching  
**Non-English speaking**, *see* foreign speaking  
**Non-professional**, *see* non-teaching  
**Non-promotion**, *see* failure; promotion  
**Non-public education**, 10: 311-14  
public money for, 3: 379, 448; 8: 180; 10: 312, 314; 11: 163, 233; 12: 243  
state supervision, 10: 314  
*see also* church-controlled sch.; colleges and universities—private; private sch.; taxation—of sch. property  
**Non-readers**, *see under* reading (instr.)  
**Non-resident**, *see* teacher employment—local resident; tuition fees  
**Non-school educational agencies**, 7: 50-70; 10: 362-69; 12: 435-42  
*see also* clubs; environment; libraries; newspapers; radios; religious ed.; social background of education  
**Non-teaching personnel**, 10: 338; 11: 221; 12: 228  
personnel policies, 10: 338; 11: 221  
salaries, 8: 165  
*see also* attendance—officers; clerks; janitors; nurses  
**Non-verbal tests**, *see under* intelligence tests  
**Normal children**, 6: 490-98; 9: 48; 10: 435-39, 456; 11: 562  
*see also* child study; NORMS  
**Normal schools**, *see* teachers colleges  
**Norms**, 1: 286; 2: 296; 3: 36; 5: 216, 239; 8: 543; 9: 169; 10: 424; 11: 121  
factors affecting, 2: 296; 5: 239; 9: 492; 12: 420  
growth (*see* curves)  
use of, 3: 13  
variation in, 5: 30; 8: 543  
*see also* infants; mental devel.; motor abil.; normal chil.; physical devel.; standard groups; standardization  
**North Central Association of Colleges and Secondary Schools**, 7: 413, 416; 9: 512, 525, 536  
*see also* Cooperative Study; colleges and universities—accrediting  
**Norway, education**, 6: 397  
**Note taking**, *see* bibliographical work; study—habits  
**Nourishment**, *see* nutrition  
**Novels**, *see* fiction; literature

**Null hypothesis**, 12: 501, 504

*see also* tests of significance

**Number abilities**, *see* arithmetic (*subheads*: abilities; number abilities)

**Number of**, *see* statistics (*data*)

**Numbers, reading** (*see* arithmetic)

**Nursery schools**, 1: 176, 298; 4: 373; 5: 4-10; 7: 366, 387; 9: 23, 289; 10: 315; 11: 298  
appraisal, 1: 299; 7: 366, 388, 531  
curriculum, 5: 4-10

effect on intelligence (*see* intelligence — environment)

effect on personality, 5: 5; 7: 531; 9: 23; 10: 421, 436; 11: 101, 481

equipment, 8: 381

history, 9: 338

in other countries, 10: 316

methods of teaching, 1: 298

organization and administration, 10: 315

personal care, 5: 4; 7: 533; 8: 231

*see also* preschool—; kindergartens

**Nursing**, aptitude, 5: 203, 225; 8: 262; 11: 50, 99-100

education, 9: 522

**Nutrition**, 3: 145; 6: 121; 10: 50; 11: 390, 394

appraisal, 5: 51; 6: 82

instruction in, 11: 391

(*see also* home arts—foods)

socio-economic status and, 5: 50; 11: 390

*see also* under achievement; intelligence;

mental devel.; teeth; *see* diet; health;

physical devel.—diet; undernourished;

vitamins; weight

**Oath laws**, *see* under teacher employment

**Obesity**, *see* body build; weight

**Objective tests**, 5: 463; 8: 497

administration, 5: 227, 471; 8: 21

answers (*see* *subheads*: changes; response)

aural administration, 4: 513; 5: 477; 8: 224, 498; 11: 116

changes in answer, 2: 296; 5: 478; 11: 122

comparable (*see* under achievement tests)

comparisons, 1: 285, 342, 349; 2: 296; 3: 31, 34; 5: 474

construction (*see* test construction)

effect on instruction (*see* measurement— influence on education)

effect on study (*see* study—kind)

forms of, 5: 474

guessing (*see* as main head)

history of (*see* under measurement)

length, 8: 21; 11: 116

(*see also* *subhead*, time limits)

reliability, 1: 285; 3: 35; 5: 473; 8: 518

response forms, 11: 122

sampling (*see* under achievement tests)

speed (*see* *subhead*, time limits)

student attitudes, 5: 489; 8: 519

time limits, 2: 297; 3: 35; 5: 471, 497; 8: 22

validity, 1: 286; 3: 31, 34; 5: 473

vs. essay tests, 1: 373; 3: 29; 5: 484; 6: 197;

8: 28, 518; 10: 140

*see also* ACHIEVEMENT TESTS; scoring; tests and scales; true-false tests

**Objectives**, 1: 9-21, 48; 4: 11; 7: 13; 12: 291-92

broadened, 8: 533; 9: 522

(*see also* intangible outcomes)

college, 5: 495

*see also* activity anal.; analysis of social needs; education and soc.; educational phil.; outcomes; *partic. subj.*

**Objectivity**, 2: 243; 5: 470, 498; 8: 498

**Observation (direct)**, 6: 528

as research technique, 4: 65; 5: 273; 6: 198; 7: 18, 528; 8: 239, 289; 9: 28, 472-82; 11: 72; 12: 481

by teachers, 6: 198

(*see also* anecdotal records)

reliability, 9: 477; 11: 72

*see also* RECORDING OF OBSERVATIONS; intelligence tests—observ.; objectivity; personality meas.—observ.

**Occupational analysis**, 1: 387; 4: 189; 7: 76;

11: 398; 12: 93, 97

*see also* activity analysis; teaching—activities

**Occupational information**, *see* adjacent heads; vocational information

**Occupational intentions**, *see* vocational interests and choices

**Occupational morale**, *see* employees

**Occupational opportunities**, *see* employment —opport.; teacher employment—supply; vocational opportunities

**Occupational therapy**, 6: 532; 10: 458

**Occupations**, 12: 93, 94

classification and description, 12: 93

fathers and sons, 5: 208; 9: 155; 12: 10, 96

hazardous, 6: 237

intelligence and, 2: 292; 3: 209; 5: 207; 8: 242; 9: 291; 11: 28, 331

(*see also* vocational adjustment; vocational interests—rel. to intel.)

*see also* preceding heads; employment—; socio-economic status; vocational—

**Office**

equipment, 2: 395; 8: 381; 11: 221; 12: 205

layout, 8: 381

practices, 1: 387; 4: 493; 7: 134; 11: 371

(*see also* finance office procedures)

*see also* clerical train.; clerks—sch.

**Old age**, *see* age—increas.; senescence

**Old-type tests**, *see* essay tests

**One-teacher schools**, 4: 357; 7: 400, 401; 8:

127, 130, 151; 10: 308, 310; 11: 198

*see also* reorganization of school districts; rural ed.; size of schools

**"Only" children**, 5: 248, 283; 6: 482; 7: 32; 11: 511

**Open-air classes**, 3: 242; 6: 111; 11: 321

**Operation of school plant**, 2: 378; 5: 378-82; 8: 369-79; 12: 180, 228-36

costs, 5: 381, 410

economies, 5: 153, 381

*see also* engineers; floors; heating; janitors; laundry; lighting; maintenance; non-teaching pers.; ventilation

**Opinions**, 2: 227; 11: 68

*see also* attitudes; JUDGMENTS; liberalism; moral concepts; preferences; public opin.; rating; school subj.; student opin.; teaching suc.—pupils

**Opportunistic teaching**, *see* incidental

**Opportunities**, *see* educational opportunity; vocational opportunities

**Oral**, *see* next head; *see* auditory aids; composition; English; foreign lang.; language; objective tests—aural admin.; pronunciation; reading; speech

**Oral examinations**, 5: 498  
*see also* objective tests—aural admin.

**Orchestras**, *see* bands and orchestras

**Order of birth**, *see* birth order

**Ordinal position**, *see* birth order

**Organization (mental)**, *see* under learning; *see* generalization; mental deter.

**Organization (in individual schools)**, *see* INSTRUCTIONAL ORG.; colleges—org.; elementary sch.—internal; secondary sch.—internal; *see also* administration (in indiv. school)

**Organization (in school systems)**, *see* administrative org.; LOCAL SCH. SYSTEMS

**Organization of education**, 1: 161-244; 4: 21-28, 353-444; 7: 357-447; 10: 299-330

1. for the social background and external relations of education, *see* government and education; legal basis of ed.; social background of ed.; non-public ed.
2. for the organization of education into levels, *see* VERTICAL UNITS
3. for the division of educational responsibility into unit districts, *see* TERRITORIAL UNITS
4. for the administrative organization within these districts or units, *see* ADMINISTRATIVE ORGANIZATION
5. for the internal organization of schools and colleges, *see* INSTRUCTIONAL ORG.; colleges—organ.

**Organization of nations**, *see* world org.

**Organizations**, *see* ASSOCIATIONS; CLUBS AND YOUTH ORG.; groups; social pressures; student activities

**Organized labor**, attitudes, 10: 43

**Organized research**, 9: 569-90  
*see also* American Council; BUREAUS; cooperative rsch.; Cooperative Study; Eight-year St.; federal gov.—research; foundations—phil.; industry—research; National Ed. Assn.—Research Div.; North Central Assn.; state ed. assn.; surveys; U.S. Office of Ed.

**Orient**, 8: 69; 11: 424, 433  
*see also* China; India; Japan

**Oriental education**, *see* above

**Orientation**, *see* freshmen; spatial rel.

**Orphans**, 2: 293; 6: 22; 9: 24; 10: 436  
*see also* foster children

**Orthopedic defects**, *see* crippled chil.

**Ossification**, *see* skeletal maturity

**Out-of-class activities**, *see* next head; *see* student activities

**Out-of-school activities**, *see* under children; teachers; youth; *see also* clubs; direct exper.; environment; follow-up studies; play; recreation; time records; transfer to life

**Out-of-school youth**, *see* under youth

**Outcomes of education**, *see* achievement; eco-

nomie oute.; education as a social force; evaluation; intangible outcomes; nature and nurture; objectives; social effectiveness; transfer to life; *partic. subj.* (sub-heads: evaluation; outcomes; social effec.)

**Overaged children**, *see* retardation

**Ownership of school buses**, *see* transportation—public

**Pacific Ocean problems**, *see* Orient

**Pacifism**, *see* war—attitudes

**Painting**, in school (*see* art)  
of buildings, 12: 231  
of classrooms (*see* color)

**Paper-and-pencil tests**, 5: 496-99; 11: 391, 465-66; 12: 49, 479

**Parent-child relationships**, 6: 478, 480, 492, 530; 7: 55; 8: 277; 9: 487; 10: 415; 11: 27, 290, 480-84, 511  
*see also* age diff.; attention-getting; authority; children—attitudes toward parents; conflicts; FAMILY; foster chil.; HOME CONDITIONS; occupations—fathers; “only” chil.; parents; “rejected” chil.

**Parent education**, 4: 184; 5: 36, 263; 6: 480, 530; 10: 36, 352  
*see also* adult ed.; home and family

**Parent-teacher associations**, 7: 54, 81, 314

**Parental income**, *see* family income

**Parents**, adjustment, 11: 99  
*see also* preceding heads

**Parochial schools**, *see* church controlled schools; non-public education

**Parole**, *see* under prisoners

**Part-time schools**, *see* continuation

**Partial correlation**, *see* under correlation

**Partially sighted**, 11: 319-20  
*see also* visually handicapped

**Participation in activities**, *see* next head; ACTIVITIES; student activities

**Participation in administration**, 10: 335-38  
by professors, 4: 429; 7: 420  
by students, 7: 375; 11: 461; 12: 72, 75  
(*see also* student government)  
by teachers, 7: 375; 10: 334, 335-38, 341  
*see also* democracy—in administration

**Particular subject**, *see* individual subject field or subject, as: science, physics, etc.

**Patterns**, *see* ability—patterns; behavior—pat.; curves; factor anal.; factor clusters; family income—expenditure pat.; personality—pat.; profiles; social pat.

**Pay-as-you-go**, *see* capital outlay

**Peace**, *see* war; world organization

**Pedagogy**, *see* education (as a subject); methods of teaching

**Pennmanship**, *see* handwriting

**Pensions**, *see* retirement—income

**Per capita costs**, *see* unit costs

**Perception**, 1: 329; 2: 58; 6: 4-10, 40; 8: 225; 9: 15, 256, 269; 11: 515; 12: 6  
*see also* discrimination; spatial rel.

**Performance tests**, 5: 188, 251, 497; 8: 227; 11: 17, 263  
*see also* clerical tests; intelligence tests—non-verbal; mechanical aptitudes—measurement; motor abilities—meas.



- Periodical literature**, *see* documentary anal.; newspapers and mag.; periodicals
- Periodicals (non-professional)**, *see* newspapers and magazines
- Periodicals (professional)**, 12: 563  
lists and indexes, 12: 460, 464, 465
- Periods**, length, 4: 396; 5: 152; 7: 379  
*see also* recitation schedules
- Permanence of learning**, 3: 288, 296; 4: 485; 5: 22; 6: 296; 8: 62; 9: 279; 12: 407, 414  
*see also* arithmetic; history; spelling;  
*see* memory; summer vacations
- Permanent funds**, *see* under funds
- Permanent records**, pupil, 3: 12, 208; 5: 48, 468; 6: 174; 8: 246, 542; 9: 176, 205; 12: 32, 113
- Perseveration**, 2: 234; 5: 251, 453; 7: 472; 8: 284; 11: 51
- Persistence**, 2: 234; 11: 71; 12: 351  
*see also* adjacent heads
- Persistence in school**, 3: 199; 4: 22, 75; 10: 25; 11: 403; 12: 24  
distance and, 12: 24  
family factors and, 8: 248  
(*see also* subhead, socio-economic)  
health and, 6: 115  
intelligence and, 3: 200  
socio-economic status and, 3: 200; 10: 47, 326, 366; 12: 11, 15  
*see also* amount of schooling; attendance; educational oppor.; progress in school;  
SELECTIVE FACTORS
- Personal care**, *see* nursery schools
- Personal documents**, *see* autobiographies; diaries; life histories; projective techniques; self-report; time records
- Personal problems**, 6: 493; 10: 30, 437; 11: 389, 437; 12: 15  
*see also* adjustment; adolescents
- Personal report**, *see* self-report
- Personal values**, 11: 96; 12: 10  
*see also* attitudes; interests; philosophy; preferences; social values
- Personality**, 5: 242-44, 278-88; 7: 31; 8: 292-306; 9: 154, 158; 12: 349, 479  
changes (*see* personality meas.—stability)  
conceptions of, 2: 255  
development, 1: 389; 4: 507; 7: 527, 531; 8: 237; 10: 435, 438, 451; 12: 10, 21  
diagnosis (*see* diagnosis—of personality; projective techniques)  
dynamics, 6: 199; 11: 80; 12: 35  
(*see also* behavior—underlying factors)  
English and, 10: 113  
environment and, 2: 250; 6: 184; 11: 331; 12: 21  
(*see also* subhead, family factors)  
estimation of, 2: 197; 5: 275; 11: 87  
(*see also* graphology)  
factor analysis, 5: 277; 8: 286; 11: 64, 71  
family factors and, 6: 478; 7: 33; 8: 238, 294  
(*see also* “only” children)  
health and (*see* subhead, physical)  
intelligence and, 2: 189; 8: 245; 11: 28  
needed research, 2: 255  
patterns, 2: 255; 5: 286; 8: 287; 9: 151; 12: 14, 483  
physical factors, 2: 226, 236; 5: 276; 6: 52, 514; 11: 102, 103, 303; 12: 481  
(*see also* PHYSICAL DEFECTS)  
prediction (*see* under adjustment)  
socio-economic status and, 11: 100, 483  
surveys (*see* under various groups)  
types, 2: 225; 5: 256; 8: 286; 9: 175; 10: 443  
voice and, 5: 285; 11: 88  
*see also* next head; *see* ADJUSTMENT; aggressiveness; attitudes; behavior; CHARACTER; college stdt.; delinquency—pers.; emotional—; emotions; gifted children; handicapped chil.; happiness; inhibitions; intangible outc.; interests; introversion; masculinity-femininity; mental hygiene; mental illness; nursery sch.; “only” chil.; perseveration; psychoses; sociability; social adj.; social mat.; teachers—personality; teaching suc.—anal.; tensions; unstable chil.; wants and wishes
- Personality measurement**, 2: 183-270; 5: 242-90, 466; 6: 198; 8: 269-91, 552; 9: 518; 11: 6, 57-108; 12: 349, 479-91, 537-39  
applications, 11: 94-108  
approaches, 5: 273-90; 9: 158; 12: 487  
association tests, 2: 186; 6: 528; 8: 278, 284, 298; 11: 70  
construction of instruments, 5: 271, 480; 11: 57-79  
(*see also* test construction)  
criticisms, 5: 466  
estimation (*see* under personality)  
evaluation of tests, 5: 466; 8: 270-91; 11: 59-68; 12: 538  
factor analysis (*see* personality)  
observation, 5: 273; 12: 479-81  
qualitative aspects, 12: 479-80, 484  
(*see also* intelligence tests—observ.)  
scoring, 5: 271; 11: 62, 68; 12: 51, 553  
stability of scores, 11: 59, 63, 67, 97  
tests and inventories, 5: 273-80; 8: 269-91; 11: 57-79; 12: 537  
trends (*see* subhead, approaches)  
validity, 9: 158, 198; 11: 58, 60  
*see also* PERSONALITY; adjustment—interviews; projective tech.; rating—scales; self-report; sociographic tech.; intangible outc.; *partic. trait*
- Personnel administration**, *see* non-teaching pers.; pupil personnel serv.; records (pers.); teacher ed.—in-serv.; teachers
- Personnel records**, *see* records (pers.)
- Personnel services**, *see* personnel admin.
- Phantasy**, 10: 452; 11: 89, 518
- Pharmacy**, 7: 183
- Ph.D. degree**, *see* graduate education
- Phenobarbital**, 11: 543
- Philanthropy in education**, 5: 134; 6: 365; 11: 235, 333  
*see also* endowments; foundations
- Philosophical approach**, *see* deliberative method; research—synthesis



- Philosophy**, 12: 293-95  
 methods of teaching, 1: 25  
*see also* assumptions; deliberative; EDUCATIONAL PHILOS.; personal values; religion; science—philosophy and
- Phonics**, 1: 27, 249, 280, 287; 3: 313; 5: 57; 7: 495; 10: 90, 153  
*see also* foreign languages
- Phonograph**, 1: 27, 297; 12: 314  
*see also* aural presentation; sound recording; typewriting—dictaphone
- Phonography**, *see* shorthand
- Photographic recording**, 1: 339, 396, 400; 5: 273; 8: 240; 9: 9, 566; 12: 566  
 roentgenographs, 3: 131, 141; 6: 56, 78; 9: 66, 67  
*see also* eye-movement studies; infants—motion; microphotography
- Photographs**, *see* pictures
- Physical ability**, *see* motor abilities
- Physical characteristics**, *see* adjustment—physical; ANTHROPOMETRY; APPEARANCE; body build; HEALTH; intelligence—phys.; personality—phys.; *see heads following*
- Physical condition**, *see preceding head*
- Physical defects**, 1: 273; 3: 158; 5: 48; 6: 514-20; 7: 484; 11: 532  
*see also* HANDICAPPED; PHYSICAL CHARAC.
- Physical development**, 3: 108-81, 213; 6: 3-16, 49-84, 102-23; 7: 483; 9: 1-141, 147, 151, 155, 492-97; 11: 573-91; 12: 5, 9, 12  
 age-height-weight (*see under weight*)  
 appraisal (*see* physical fitness)  
 birth order and, 9: 54  
 curves, 3: 125, 133; 6: 58; 8: 315; 9: 48-53, 63, 79, 88, 89, 93, 493-94; 11: 573  
 diet and, 6: 74, 75; 9: 59; 11: 577  
 factor analysis, 9: 79; 11: 578  
 geographic factors, 9: 51, 57; 11: 575  
 health and, 6: 75; 9: 62; 11: 577  
 intelligence and (*see* mental devel.—phys.; *see also* intelligence—phys.)  
 interrelationships (*see* abilities)  
 measurements (*see subhead*, norms; *see also* anthropometry)  
 mental devel. (*see* mental devel.—phys.)  
 norms, 6: 58, 60; 7: 483; 9: 76  
 (*see also subhead*, curves; *see particular subject*)  
 nutrition and (*see subhead*, diet)  
 ossification (*see* skeletal maturity)  
 physical defects and 7: 484; 9: 62  
 prediction, 9: 49-51, 493  
 premature birth and, 3: 89; 6: 78; 9: 10, 54; 11: 576  
 racial differences, 6: 69; 9: 56; 11: 576  
 (*see also particular race*)  
 season and, 6: 72; 9: 57; 11: 577  
 season of birth and, 6: 72, 113; 9: 58  
 sex differences, 1: 274; 6: 59  
 socio-economic status and, 6: 73  
 standards (*see subhead*, norms)  
 status (*see* physical fitness)  
 strength, 3: 127  
 year and, 6: 72; 9: 57; 11: 575-76  
*see also* anthropometry; body build; brain; GROWTH AND DEVELOP.; head; heart; height; MOTOR ABIL.; physical fitness; physiological mat.; sex—devel.; skeletal mat.; teeth; weight
- Physical education**, 1: 272, 398-402; 2: 78; 4: 503-506; 5: 48-53; 8: 40  
 athletic skill (*see* athletic ability)  
 classification of pupils, 7: 483  
 college, 4: 205  
 contributions to character, 8: 40  
 curriculum, 4: 164, 205; 7: 150  
 equipment, 2: 395; 8: 386  
 history, 9: 392  
 homogeneous grouping (*see subhead*, classification)  
 measurement, 1: 274, 401; 4: 165; 5: 51; 7: 483; 8: 40  
 (*see also* motor abilities—meas.)  
 methods of teaching, 1: 272, 400; 2: 78; 4: 164, 505; 5: 53  
 objectives, 1: 10; 7: 150  
 needed research, 8: 41  
 psychology of, 1: 398-402  
 women, 4: 205; 7: 483; 8: 40  
*see also* activities; athletics; coaching; gymnasium; health ed.; motor abilities; recreation; sports; student activ.
- Physical examinations**, *see* health services; teachers—physical exam.
- Physical fitness**, 5: 48; 6: 113; 7: 151; 8: 40; 9: 74; 10: 469  
 measurement, 10: 469; 11: 578  
 rejections by armed forces, 10: 469  
*see also* physical defects; physical development—norms; health; motor abilities; nutrition; weight—age-height-weight
- Physical measurements**, *see* anthropometry; measurement (non-mental)
- Physical science**, *see* science
- Physical skill**, *see* motor abilities
- Physically handicapped**, *see* handicapped
- Physics**, 3: 290; 12: 418  
 college, 1: 13, 386; 3: 290  
 curriculum, 1: 18, 381; 4: 167  
 mathematics required (*see* mathematics)  
 methods of teaching, 2: 21, 25; 4: 475  
 prediction, 1: 385; 12: 432-33  
 sex differences, 6: 98  
*see also* science
- Physiological correlates**, *see* PHYSICAL CHARACTERISTICS
- Physiology**, 2: 27
- Physique**, *see* body build; height; weight
- Piano**, *see under* music
- Pictographs**, *see under* graphs
- Pictures**, analysis, 1: 292  
 appreciation of, 3: 336; 4: 172  
 personality indications, 2: 197, 202; 11: 89  
 preferences, 1: 271, 393; 4: 172; 6: 46; 7: 465, 536; 9: 34; 11: 378  
*see also* art; drawing; graphs; intelligence—estimation; microphotography; motion pictures; photographic recording
- Pilots**, *see* aviation
- Pituitary**, 9: 106; 11: 541
- Place**, *see* geographic factors
- Placement in school**, *see* classification of pupils; placement tests

- Placement service**, *see* employment serv.
- Placement tests (for school)**, 1: 372  
college, 5: 492; 8: 28  
*see also* classification of pupils; (*for occupations*, *see* employment tests)
- Planes of living**, *see* family income
- Planning**, *see next head*; *see* city planning; conservation; finance; national planning; PREDICTION; school buildings; sites; state planning
- Planning of research studies**, 9: 544, 588  
*see also* experimentation—technique
- Plans for pupil grouping and instruction**, *see* instructional organization—plans
- Plans for vertical organization of schools**  
*see* vertical units—organization
- Plant**, *see* school plant
- Platoon organization**, 1: 171; 4: 51, 393-96; 9: 180; 10: 319; 11: 378  
cost, 2: 146; 4: 395; 5: 152
- Play**, 5: 7, 284; 6: 28, 48; 7: 56, 535; 11: 82  
therapy, 6: 483; 10: 429, 455; 11: 82, 293; 12: 78  
*see also* recreation; drama
- Playgrounds**, 2: 368; 5: 364-69; 12: 206  
legal aspects, 3: 410  
surfacing (*see under* sites)  
*see also* maintenance; recreation
- Plumbing**, 5: 354; 8: 397; 12: 205, 233  
costs, 8: 408  
*see also* sanitation; toilets
- Poetry**  
appreciation, 8: 29, 511; 10: 116  
grade placement, 1: 32  
preferences, 6: 46; 9: 35  
produced, 8: 507  
read, 1: 334  
teaching, 8: 29; 10: 115  
understanding, 2: 34  
*see also* esthetic development
- Police**, ability, 8: 267
- Political and social areas**, *see* census tracts; cities; community; counties; municipal; national; regional; rural; small town; territorial units (school); urban; villages; world org.; *see also* culture var.; government
- Political science**, 4: 207
- Political theories**, 12: 13  
*see also* democracy; liberalism-conservatism; world organization
- Political units**, *see* political and soc.
- Polls**, *see* public opinion
- Population**, 7: 74  
changes, 9: 359; 12: 143, 156  
density, 2: 351; 4: 49; 5: 140, 164; 7: 38; 9: 536; 11: 204-5; 12: 156  
migration and mobility (*see* mobility)  
number and growth, 2: 348; 7: 74; 10: 4  
prediction, 2: 348-52; 4: 49-57; 7: 74; 12: 158  
*see also* age—increasing; minority groups; nationality; SCHOOL POPULATION; social mobility; VITAL STATISTICS
- Post-graduate activities**, *see* follow-up studies; sports; transfer to life
- Posture**, 9: 78
- Postwar reconstruction**, 12: 366  
*see also* international relations
- Powers and duties**, *see* officer or agency
- Practice**, *see* intelligence tests—practice; learning—distribution
- Practice teaching**, *see* teacher ed.
- Praise**, *see* motivation—experiments
- Prediction**, *see next head*; *see also* under adjustment; amount of schooling; delinquency; intelligence; marital adjustment; mental devel.; motor abil.; physical devel.; population; prophecies; school population; teaching success; vocational adjustment
- Prediction of achievement**, 2: 205, 246, 301; 3: 300; 5: 458; 11: 31, 43  
from intelligence (*see* achievement—intel.) from personality (*see* achievement—pers.) in college, 1: 347; 2: 246, 302; 3: 301; 5: 202, 220, 231, 458; 6: 202; 8: 249, 500; 9: 156; 10: 123, 130; 11: 17, 31, 43, 67, 97, 280; 12: 12, 116, 420, 428  
in elementary school, 5: 201, 218; 8: 247  
in high school, 2: 302; 3: 283; 5: 201, 465; 8: 51-54, 248; 11: 43  
*see also* achievement (*subheads*: factors affecting; intelligence); APTITUDE; prognosis tests; particular subject
- Preferences**, *see* art; color; interests; motion pictures—apprec.; music—taste; opinions; pictures; poetry; radio; reading (vol.); recreation; school subj.; vocational int.
- Prejudices**, *see* attitudes; opinions
- Prekindergarten**, *see* preschool ed.
- Premature birth**, 3: 135; 6: 15, 111; 9: 10; 11: 485, 535, 576, 577  
*see also* under behavior; mental development; physical development
- Prenatal development**, 3: 132; 9: 5, 492, 494; 11: 563
- Preparation of teachers**, *see* teacher ed.
- Preschool children**, 1: 298  
mental development, 3: 90; 5: 192; 7: 538  
motor abilities, 9: 35  
physical development, 3: 137, 148  
social and emotional devel., 11: 486-92  
*see also* infants; preschool ed.
- Preschool education**, 10: 23  
history, 9: 337-39  
of handicapped children, 11: 298, 315, 324  
*see also* preceding head; *see* kindergartens; nursery schools
- Presidents**, *see* colleges—admin. officers
- Press**, *see* newspapers and magazines
- Pressure groups**, *see* social pressures
- Prevention**, of difficulties, 8: 513  
*see also* under delinquency; maladjusted
- Primary grades**, *see* kindergartens
- Primary mental abilities**, 9: 290; 11: 20; 12: 47  
*see also* intelligence—factor analysis
- Principals**  
office (*see as main head*)  
secondary school, 10: 324  
*see also* administration (indiv. sch.)
- Principles**, *see under* curriculum making

- Prisoners**  
educating, 7: 390; 9: 356  
intelligence, 5: 204; 11: 29, 554  
parole, 5: 239, 279
- Private colleges**, *see* colleges—private
- Private-school pupils**, 3: 212; 9: 152
- Private schools**, 4: 370  
enrolment, 10: 311  
*see also* non-public education
- Probable error**, 3: 38; 4: 39; 5: 234; 11: 120; 12: 505  
*see also* reliability; sampling; tests of significance; z-transformation
- Probation**  
of delinquents, 6: 233  
of students, 3: 244; 12: 27, 30  
*see also* failure; prisoners—parole; success in school
- Problem children**, *see* maladjusted
- Problem solving**, 6: 295; 9: 274; 11: 517  
*see also* under algebra; arithmetic; mathematics; *see also* thinking
- Problems**, *see* preceding head; behavior—prob.; contemporary prob.; needed research; personal problems
- Prodigies**, 6: 523
- Professional aptitudes**, 8: 261; 9: 518; 11: 49; 12: 116  
*see also* aptitude; arts; dentistry; engineering; executives; journalism; law; medicine; music; nursing; teaching suc.—prediction
- Professional education**, 4: 375, 513-19; 7: 178-84; 9: 486; 12: 97  
*see also* education (as a subj.); dentistry; engineering; law; medicine; pharmacy; religious ed.; research workers; superintendents; supervision; teacher ed.; vocational education
- Professional tests**, *see* professional aptitudes; teacher examinations
- Professors**, *see* college professors
- Profiles**, 2: 256; 3: 47; 5: 215, 229, 236; 8: 241, 291, 543; 9: 525  
*see also* patterns
- Prognosis tests**, 1: 375  
*see also* aptitude tests; prediction; vocational tests; particular subject
- Programs**, *see* assemblies; behavior—prog.; delinquency—preventive prog. and treatment prog.; freshmen; guidance—prog.; homeroom; libraries—coop.; motion pictures; planning; radio; recitation schedules; school buildings—prog.; testing programs
- Progress**, *see* heads following; *see* changes; growth; history; trends
- Progress in school**, 1: 174, 212; 3: 191, 194-200; 4: 74; 6: 164-68; 9: 168-72; 10: 424; 12: 497  
adjustment and, 9: 169; 10: 424  
socio-economic status and, 9: 169  
*see also* acceleration; achievement; age-grade status; economy of time; promotion; retardation; success; time req.
- Progressive education**, 1: 300; 6: 410; 10: 321; 12: 262  
*see also* ACTIVITY ED.; authority; newer-type; pupil purposes; workshops
- Progressive Education Association**, 9: 573  
*see also* Eight-Year; progressive ed.
- Prohibition**  
attitudes toward, 6: 189; 8: 299
- Project method**, 1: 300; 2: 24; 3: 337; 7: 529, 534; 8: 43; 12: 300  
*see also* activity education; projects
- Projective techniques**, 6: 38, 530; 9: 159; 10: 113, 452; 11: 80-93; 12: 35, 483  
*see also* diagnosis; graphology; play; psychotherapy; Rorschach technique
- Projects**, 1: 302  
*see also* home arts; motion pictures—production; project meth.; radio—product.
- Promotion of pupils**, 3: 53, 197; 6: 166, 221; 9: 169; 10: 319, 424; 12: 26-31  
annual vs. semi-annual, 3: 198; 4: 26, 397; 6: 165, 221; 9: 170  
*see also* failure; plans for pupil grouping
- Pronunciation**, 1: 27, 280, 335; 10: 153  
*see also* foreign languages (*subheads*: phonetics; pronunciation); phonics; reading (instr.)—oral; speech defects
- Proof**, *see* interpretation; thinking
- Propaganda**, 5: 32, 261; 7: 62; 10: 20  
*see also* advertising; attitudes; indoctrination; public opinion; social pressures on schools
- Property**, *see* equipment; playgrounds; real property; sites; taxation; textbooks
- Prophecies concerning education**, 9: 344  
*see also* prediction; trends
- Protection of funds**, *see* funds—man.
- Protective bonds**, *see* fiducial bonds
- Psychiatry**, 5: 253; 6: 468, 524; 9: 210; 10: 453  
child, 4: 70; 6: 525; 10: 410, 445  
*see also* diagnosis; PSYCHOTHERAPY
- Psychoanalysis**, *see* psychiatry
- Psychobiological**, *see* physical characteristics
- Psychogalvanometer**, *see* galvanometric
- Psychological services**, 2: 300  
*see also* personnel administration
- Psychological tests**, 2: 183-342; 5: 185-331; 8: 213-364; 9: 514-23; 11: 1-132  
*see also* aptitude tests; intelligence tests; personality measurement; tests
- Psychology**, 6: 281-90; 8: 19-24  
bibliographies, 12: 463  
curriculum, 4: 203, 513; 5: 501  
educational (*see* educational psychology; school subjects—psychology)  
Gestalt, 1: 37; 6: 281-85  
methods of teaching, 3: 340; 4: 513  
*see also* EDUCATIONAL PSYCHOLOGY
- Psychology of school subjects**, *see* school subjects—psychology of
- Psychology of teaching**, *see* learning; methods of teaching; school subjects—psych. of
- Psychopathic**, *see* mental illness
- Psychophysical methods**, 8: 308; 12: 546  
*see also* judgments; scaling
- Psychoses**, 5: 256, 257; 6: 485, 509; 8: 285, 298; 10: 420, 460-63  
*see also* next head; mental illness

**Psychotherapy**, 10: 448, 450-59; 12: 52, 78  
 evaluation, 10: 453, 458, 461  
*see also* CLINICAL WORK; EMOTIONS; GUIDANCE AND COUNSELING; institutions; MENTAL HYGIENE; mental illness; play-therapy; projective tech.; psychiatry

**Puberty**, *see* adolescents—pubescence; mental devel.—sex maturity

**Public address**, *see under* radio

**Public health**, 7: 74

**Public knowledge about schools**, *see* knowledge about schools

**Public libraries**, *see* libraries—public

**Public money for private and parochial schools**, *see* non-public education

**Public opinion**, 7: 63  
 measurement, 8: 278; 11: 99, 151  
 newspapers and, 7: 62; 10: 13  
*see also* civic attitudes; opinions; propaganda; social pressures on sch.

**Public relations**, 2: 113; 7: 82, 409; 10: 334, 344; 11: 150; 12: 338  
 legal aspects, 3: 397  
 research and, 9: 583  
*see also* advertising; budgeting—publicity; campaigns; COMMUNITY AND SCHOOL; knowledge about schools; public opin.; reports; school and home; social background of ed.

**Public schools**, *see* schools

**Public speaking**, *see* English—oral

**Publications**, *see* documentary anal.; newspapers; periodicals (professional); reports; student publications; style

**Punched card methods**, *see* tabulating mach.

**Punctuation**, *see under* English

**Punishment**, *see* corporal punishment; juvenile courts; motivation—exper.

**Pupil classification**, *see* classification of pupils; placement tests

**Pupil grouping**, *see* instructional org.

**Pupil personnel**, *see* pupils; school population; *see following heads*

**Pupil personnel services**, 3: 183-278; 6: 153-275; 9: 161-252  
 organization, 6: 475; 9: 161-195; 12: 26  
*see also* attendance; child acctg.; counseling; deans; GUIDANCE; health services; psychological services

**Pupil population**, *see* school population

**Pupil purposes**, 1: 25; 4: 509  
*see also* interests; motivation

**Pupil records and reports**, 3: 205-208; 4: 76; 6: 169-76; 9: 174-77, 204; 12: 31-33  
 use of records, 9: 175, 204; 12: 33  
*see also* anecdotal rec.; CHILD ACCTG.; grading; marking; permanent records; PERSONAL DOCUMENTS; REPORTS ON PUPILS

**Pupil-teacher ratio**, *see* teaching load

**Pupils**  
 evaluation by (*see* school subj.—eval.; teaching success—pupils' evaluation)  
 legal status, 3: 428-33, 38  
 number (*see* enrolment)  
 opinions (*see* student opinion)  
 rating of fellow-pupils (*see* rating)

residence, 3: 431  
*see also preceding heads*; CHILDREN; classification; elementary-school pupils; high-sch. pupils; private-sch. pupils.; school population; students

**Purchasing**, 2: 400; 5: 144, 155; 8: 168, 387; 11: 213  
 cooperative, 8: 169; 11: 214  
 economies, 5: 155  
 legal aspects, 11: 231  
*(see also* contracts; expenditures; liability; real property—legal)  
 specifications, 8: 169, 388; 11: 213; 12: 203  
*(see also* supplies—selection and standards)  
*see also* equipment; supplies; textbooks

**Purchasing power of income**, *see* cost of living; salaries—cost of living

**Purpose**, *see* pupil purposes

**Qualifications**, *see* boards; certification of tchr.; colleges—admin. officers; experience

**Quality**, *see next head*; *see* intelligence tests—observ.; personality meas.—qual.

**Quality control**, 5: 235

**Question-and-answer method**, *see* recitation

**Questionnaires**, 1: 21; 4: 25, 34, 68; 6: 100; 7: 17; 8: 540; 9: 502-507; 12: 534-36  
 administration, 9: 505; 12: 535  
 reliability and validity, 6: 100; 9: 502-505; 12: 535  
 self-estimate (*see* self-report)

**Questions**, children's, 6: 29

**Quotas**, for teacher training, 7: 249; 10: 185

**Race relations**, attitudes, 2: 227, 231; 5: 259, 264, 271; 6: 46, 486; 8: 279, 300; 10: 34; 11: 98, 330  
*see also* culture var.; social distance

**Races**, segregation, 3: 430

**Racial differences**, 3: 211; 8: 295  
*see also under* intelligence; motor ability; music; physical dev.; *see* Chinese; Indians; Japanese; Negroes; culture var.; nationality

**Radicalism**, *see* liberalism

**Radio**, 7: 68; 10: 434; 12: 305-22, 438  
 analysis of programs, 10: 13  
 central sound systems, 8: 383; 12: 206, 307  
 comprehension, 12: 313  
 education by, 1: 297, 397; 6: 315; 11: 377; 12: 301, 305-22, 373  
*(see also* auditory aids; *partic. subj.*)  
 effects of, 6: 489; 10: 434  
 equipment, 8: 383; 12: 307  
 evaluation, 12: 309, 315  
 preferences, 9: 43; 11: 412  
 production of programs, 12: 314  
 research techniques, 10: 434  
 surveys, 12: 307  
 vocational courses, 12: 315  
*see also under* current events; foreign lang.; music; science; *see* auditory aids

**Random sampling**, *see* sampling

**Rank correlation**, *see under* correlation

**Ranking**, of states, *see* state school systems

- Rate**, *see* curves; growth; objective tests—time; progress; reading (instruction)—rate; speed
- Rating**, 1: 100; 2: 238-45; 4: 66; 5: 237, 274; 8: 281; 9: 524-27  
 halo effect, 2: 239, 241; 5: 237; 8: 281, 286, 307  
 in industry, 2: 244  
 of fellow-pupils, 2: 239; 5: 237, 282; 8: 283; 9: 154, 158  
 of teachers, 1: 99-107; 2: 244; 4: 262; 7: 244, 264; 9: 526; 10: 182  
   (*see also* teaching success—eval.)  
 reliability, 1: 100; 2: 238; 5: 218, 274; 9: 199  
 scales, 2: 241; 4: 262; 9: 199, 524-27; 11: 71  
 self-rating, 2: 191, 248; 9: 199; 12: 37  
   (*see also* self-report; teaching suc.)  
 uses, 2: 243; 9: 524-27  
 validity, 1: 104  
   *see also* composition—grading; essay tests—grading; evaluation; judgments; school subj.—eval.; score cards
- Readiness**, for first grade, 1: 299; 5: 452; 8: 231  
   *see also* under arithmetic; reading (instruction); *see* entrance age
- Reading (instruction)**, 1: 247-60, 328-36; 2: 29-34; 5: 54-69; 7: 139-42, 493-507, 540; 10: 79-106  
 ability grouping, 10: 90  
 achievement, 1: 331; 2: 29; 10: 98  
 adult, 7: 69; 8: 33; 10: 36, 95  
   (*see also* under reading (voluntary))  
 appraisal, 9: 525  
   (*see also* subhead, measurement)  
 auditory defects and, 7: 506  
 basal readers (*see* subhead, textbooks)  
 beginning, 1: 247; 4: 135; 5: 55; 7: 139, 493; 10: 87  
   (*see also* subhead, readiness)  
 changing conceptions of, 10: 79  
 college, 1: 25, 335; 3: 313, 334; 4: 455, 456; 6: 191; 7: 180; 8: 32, 33; 9: 180, 565; 10: 91, 123; 12: 13  
 comprehension, 1: 253, 332; 2: 33; 3: 313; 4: 454; 5: 62; 7: 499; 10: 98  
 curriculum, 1: 11; 4: 135-38; 7: 139-42  
 diagnosis, 3: 332; 5: 64; 8: 514; 10: 101; 12: 485-86  
 difficulties, 1: 335; 11: 291, 479, 483, 491; 12: 486  
   difficulty of material, 1: 33; 8: 32; 9: 471  
   (*see also* textbooks—difficulty)  
 disability (*see* subhead, special)  
 drill (*see* subheads: flash; machines; *see* phonics)  
 errors, 3: 302; 12: 486  
 experiential background, 7: 140; 10: 84  
 extensive vs. intensive, 1: 254; 2: 32; 3: 319; 6: 311; 8: 515  
   (*see also* under history; Latin; literature)  
 flash cards, 1: 250  
 grade placement, 1: 35; 4: 137; 10: 92  
 growth, 12: 6, 486  
 high-school, 2: 29-34; 4: 455; 10: 95, 99  
   (*see also* literature)  
 improvement, 1: 255, 258, 332; 2: 29; 5: 60, 68; 11: 33  
   (*see also* subheads: achievement; comprehension; *see* concepts—devel.)  
 in content subjects, 2: 31; 5: 61; 10: 96  
 incidental teaching, 1: 248; 5: 55; 6: 312  
 individual differences, 1: 331; 5: 58; 7: 142, 501  
 intelligence and, 1: 331, 336; 5: 63; 6: 183; 10: 82; 11: 33, 512  
 interests (*see* under reading (volunt.))  
 legibility, 5: 56; 7: 507; 10: 106  
 machines, 10: 89  
 manuscript writing and, 7: 495  
 materials of instruction, 4: 136; 10: 87  
   (*see also* subhead, textbooks)  
 measurement, 9: 567; 10: 104  
   (*see also* subheads: appraisal; readiness; *see* eye-movement studies)  
 mentally handicapped, 5: 65; 7: 504; 11: 267  
 methods of teaching, 1: 247-60; 2: 29-34; 3: 318, 326; 4: 97; 5: 54-69; 7: 493-507; 8: 515; 10: 87; 11: 347  
   (*see also* other subheads)  
 nationality and, 7: 502  
   (*see also* bilingual children)  
 needed research, 10: 80, 89  
 non-readers, 1: 335  
 numbers (*see* under arithmetic)  
 objectives, 1: 11, 329  
 oral, 5: 54; 7: 498; 10: 82  
   (*see also* pronunciation)  
 postponement (*see* subhead, readiness)  
 prediction, 12: 6  
 progress (*see* subhead, improvement)  
 psychology of, 1: 328-36; 5: 54-69; 7: 493-507; 10: 82  
 rate, 1: 256, 332; 5: 62; 7: 499; 8: 33; 10: 83, 88, 99, 103, 105  
 readiness and readiness tests, 1: 299; 3: 283, 299; 5: 11, 55, 459; 7: 139, 493; 8: 501; 10: 84  
   (*see also* subhead, experiential)  
 remedial teaching, 1: 259, 335; 2: 30; 3: 332; 4: 455; 5: 65; 6: 311; 7: 503; 8: 32, 502, 515; 10: 101  
 reversals, 5: 64, 65; 7: 506  
 silent, 1: 254, 332; 5: 54; 10: 87  
 size of type (*see* subhead, legibility)  
 special disability, 1: 335; 3: 307; 5: 64, 66; 7: 503; 10: 102; 11: 491  
 speed of (*see* subhead, rate)  
 study type, 11: 450  
 tests (*see* subhead, measurement)  
 textbooks, 1: 44; 4: 135, 197; 5: 56; 7: 140; 10: 89, 92  
   (*see also* subhead, materials)  
 time allotments, 4: 135; 7: 140  
 typewriting and, 6: 322; 7: 496; 10: 89  
 visual ability and, 5: 64; 7: 505; 9: 567; 10: 84, 103, 105; 11: 47  
   (*see also* sight saving)  
 vocabulary, 1: 333; 3: 318; 5: 61; 7: 141, 497; 10: 93  
   (*see also* as main head)  
 word recognition, 7: 496; 8: 501



- workbooks, 10: 89  
*see also following head; see arithmetic; book-*  
*lists; eye-movement; foreign language;*  
*graphs; handwriting—legibility; illiter-*  
*acy; instruction; laterality; lighting—*  
*amount; literature; maps; mathematics;*  
*music; newspapers; phonics; sight sav-*  
*ing; study; visual aids*
- Reading (voluntary), 1: 11, 254**  
 adult, 1: 11; 7: 62; 10: 81  
*(see also subheads: library; sociology)*  
 amount, 1: 25; 5: 67  
 college, 1: 25  
 evaluation of tastes, 10: 100  
*(see also subhead, preferences)*  
 interests, 1: 11, 25, 35, 44, 257, 333; 2: 34,  
 215; 4: 137, 453; 5: 67; 7: 142, 501; 8:  
 29, 30, 515; 9: 150; 10: 80, 99; 11: 279,  
 403; 12: 12, 328  
 kind of material read (*see subheads: inter-*  
*ests; preferences; see comics; fiction;*  
*newspapers; periodicals*)  
 library, 1: 254; 5: 68; 7: 64  
*(see also libraries—use of)*  
 motives, 1: 329; 10: 13  
 preferences, 1: 215, 333; 5: 68; 6: 99; 7:  
 390; 10: 100  
*(see also subhead, interests)*  
 sociology of, 1: 334; 7: 62, 64, 78, 390; 10:  
 80; 12: 328  
*(see also subheads: adult; kind; see news-*  
*papers—read)*  
 taste (*see subheads: evaluation; kind*)  
*see also preceding head; see booklists; Eng-*  
*lish; fiction; libraries; literature; news-*  
*papers; periodicals; poetry*
- Real property**  
 disposition of (*see sale of*)  
 legal aspects, 3: 409-14  
 management, 3: 413; 11: 223  
*see also capital outlay; renting; school*  
*buildings; sites; taxation*
- Reasoning, 8: 226; 9: 31, 275; 11: 517**  
*see also problem solving; thinking*
- Recent developments, see current events;**  
*trends; see under particular subject*
- Recitation, 2: 43; 9: 525**  
*see also lecture method; methods of teach-*  
*ing; supervised study*
- Recitation schedules, see elementary sch.—**  
*daily prog.; hour of day; periods—length;*  
*school buildings—utiliz.; school day—*  
*length; secondary sch.—class schedule;*  
*single vs. double per.; study; teaching load;*  
*time allotments*
- Recommendations, see teacher employ.**
- Recording of observations, 4: 65; 5: 37; 9:**  
 474, 476  
*see also case study; data-gathering instru-*  
*ments; interviews — rec.; mechanical*  
*rec.; microphotography; observation;*  
*photographic rec.; sound rec.; stenogra-*  
*phic rec.; see also records (personnel)*
- Records (financial), see accounting**
- Records (personnel), 9: 204, 212**  
*see also case study; personal documents;*  
*pupil records and reports*
- Records (sound), see phonograph; sound**  
 recording
- Recreation, 5: 364; 7: 55, 78; 10: 429**  
 equipment, 5: 366; 12: 206  
 preferences, 2: 214  
 provision for, 5: 364, 396; 12: 146  
 surveys, 5: 365; 7: 55; 10: 16, 25  
*see also camping; libraries — use; mental*  
*hygiene; out-of-school activities; phys-*  
*ical ed; play; playgrounds; sports*
- Recruitment, see under teacher ed.**
- Reflective thinking, see thinking**
- Regional cultures, 10: 3, 4, 15**  
*see also culture variations*
- Regional testing, 5: 457; 8: 543; 12: 495**  
*see also testing programs*
- Regression, 6: 59; 9: 89, 548**  
 multiple, 3: 38; 5: 216, 223, 231; 11: 114,  
 117
- Regulations, see rules and regulations**
- Rehabilitation, see child welfare; vocational**  
 education—rehabilitation
- "Rejected" children, 10: 416**
- Relationships, see organization; colleges—**  
 rel. with h.s.; international rel.; interper-  
 sonal rel.; local sch. sys.—rel.; parent-  
 child rel.; race rel.; spatial rel.; state sch.  
 admin.—rel.; *in general, see thing affected*
- Reliability, 5: 215, 237, 472-80**  
 concepts of, 3: 36; 5: 469; 8: 310; 9: 521;  
 11: 120; 12: 506, 544  
 Kuder-Richardson formula, 8: 310; 11:  
 120; 12: 506, 544  
 measurement of, 3: 36; 5: 473; 8: 310; 11:  
 119; 12: 506, 544  
 Spearman-Brown technique, 3: 36; 5: 473;  
 9: 549; 11: 119; 12: 503, 544  
*see also under partic. kind of test; see an-*  
*thropometry; attitudes—meas.; consis-*  
*tency; errors of meas.; eye-movement*  
*st.; interviews; marking; norms—vari-*  
*ation; observation; personality meas.—*  
*stability; questionnaires; rating; tests of*  
*significance*
- Relief (financial), 5: 259; 7: 53; 10: 10, 47;**  
 11: 353  
 attitudes toward, 8: 280; 10: 432  
 effect on attitudes (*see attitudes*)  
*see also depression; family income*
- Religion, 6: 189; 7: 78**  
*see also religious—; philosophy*
- Religious attitudes, 5: 267; 6: 189; 8: 279;**  
 9: 153, 157; 11: 94
- Religious education, 7: 59; 12: 74**  
 college, 4: 206; 12: 74  
 public schools and, 3: 382, 441  
 surveys, 7: 60  
 theological training, 7: 184  
*see also character ed.; church-controlled*  
*schools; mission ed.; religion*
- Remedial instruction, 3: 53, 331; 6: 310; 9:**  
 180  
 college, 3: 236; 6: 223  
*see also diagnosis; difficulties; partic. subj.*
- Reminiscence, 6: 36, 297; 9: 31; 11: 517**
- Renting school quarters, 12: 243-45**
- Renting textbooks, see under textbooks**



**Reorganization of curriculum**, *see under curriculum*; *see also next head*

**Reorganization of educational programs**, *see under curriculum*; elementary ed.; secondary ed.; higher education

**Reorganization of school districts**, 1: 188; 4: 24, 359; 5: 162; 7: 361-65, 400; 8: 126-32, 432-42; 10: 308-11; 11: 198-201; 12: 238  
attendance districts (*see as main head*)  
consolidation, 4: 358; 7: 361, 400; 8: 126; 10: 310

criteria for, 4: 358; 7: 361-65; 8: 126, 436  
economies possible, 4: 358; 5: 151, 162; 7: 402; 8: 127, 151; 11: 200

effect on cost, 2: 145; 7: 361; 8: 436

legal aspects, 1: 188; 3: 414; 11: 229

opposition to, 7: 361, 400; 11: 199

*see also TERRITORIAL UNITS*

**Reorganization of school structure**, *see vertical units—reorganization*

**Repairs**, *see maintenance*

**Repetition**, *see drill*

**Report cards**, *see reports on pupils*

**Reporting**, *see REPORTS*

**Reports**, 8: 154-62; 12: 562-68

appraisal, 2: 113; 7: 83; 8: 156, 159

business department, 5: 144; 8: 154-62

(*see also financial statements*)

on pupils (*see reports on pupils*)

superintendents, 6: 175; 7: 83; 8: 154-62; 11: 181; 12: 564

*see also graphs*; public rel.; research—rpt.; statistics—rpt.; style; theses

**Reports on pupils**, 5: 17; 6: 171

messages, 9: 173

*see also achievement tests—rpt.; intelligence—rpt.; PUPIL RECORDS*

**Reputation measures**, 2: 239

**Requirements**, *see certification*; college students—admis.; foreign lang.—req.; mathematics—req.; occupational anal.; social utility; time req. in ed.

**Research**

amount of, 8: 461

applications, 7: 397; 10: 107; 12: 558-60, 570

bureaus (*see as main head*)

criticisms of, 4: 128; 9: 502; 10: 124

directors (*see as main head*)

evaluation of, 8: 461; 9: 368; 12: 559

history of, 4: 22; 10: 108

(*see also measurement—history*)

implementation, 12: 569

in other countries, 5: 444; 9: 368-71

integration (*see subhead, synthesis*)

measurement (*see measurement—in rsch.*)

methods (*see research processes*)

problems (*see needed research*)

"pure" vs. applied, 12: 559-60

reporting, 3: 316; 6: 83; 8: 419; 9: 368, 468, 487; 12: 517, 558-74

summaries, 12: 560, 562

synthesis, 12: 484, 559, 560

(*see also case study*)

techniques (*see research processes*)

training for (*see research workers*)

*see also heads following*; *see BUREAUS OF RESEARCH*; college professors—research; cooperative rsch.; field rsch.; needed rsch.; ORGANIZED RSCH.

**Research literature**, *see bibliographical work*; periodicals; research—reporting

**Research processes (technical phases of research)**, 2: 114; 4: 1-119; 9: 449-646; 12: 455-574

*see also assumptions*; bibliographical; case st.; census tracts; classification; comparability; definitions; deliberative meth.; EVALUATION; experimentation; generalization; genetic rsch.; historical meth.; identification; interpretation; interviews; matching; measurement; microphotography; observation; planning; prediction; questionnaires; recording; RESEARCH STUDIES; sampling; self-report; STATISTICAL METHODS; surveys—meth.; tabulating mach.; tests; *see partic. subj.*

*For procedures in certain areas see*: anthropometry; appraisal; attendance—meth.; educational soc. — rsch.; emotions — meth.; language—rsch.; legal rsch. — meth.; mental hygiene; projective tech.; radio — rsch.; social maturity — tech.; social rsch.; social surveys; sociographic; *partic. subj.*

**Research studies (kinds of)**, *see documentary anal.*; error st.; evaluative st.; eye-movement st.; factor analysis—examp.; follow-up st.; frequency st.; galvanometric st.; laboratory st.; longitudinal st.; surveys; tachistoscope st.; time-sampling st.; vocabulary—frequency studies

**Research workers, training**, 9: 588

*see also directors of research*

**Residence**, *see under achievement*; pupils; *see housing*; teacher employment—local residents; tuition fees

**Residential schools**, *see blind*; deaf; delinquency; maladjusted; mental def.

**Resources**, *see conservation*

**Results of education**, *see outcomes*

**Retardation in school**, 4: 22; 6: 505; 9: 169; 12: 29

*see also age-grade status*; progress

**Retarded children**, 1: 38, 210; 5: 287; 6: 26, 179, 184, 521; 9: 28, 183; 11: 261-76; 12: 494

curriculum adjustments, 11: 266; 12: 28, 278, 405

educational provisions for, 6: 227; 10: 320; 11: 264; 12: 28

mental development, 3: 94; 11: 266, 513

methods of teaching, 3: 287; 6: 28; 8: 502

physical factors, 6: 114

*see also ability grpg.*; handicapped; mental defec.; mental devel.; retardation; classification of pupils; (*for contrast, see gifted children*)

**Retention**, *see permanence of learning*; persistence in school

**Retesting**, *see intelligence—changes*; intelligence tests—practice; longitudinal studies; reliability

## Retirement

- college professors, 4: 324; 5: 147; 7: 303; 10: 247
- in other countries, 10: 248
- income provisions, 1: 126-36; 3: 421, 427; 4: 319-25; 7: 296-304; 10: 240-48
- legal aspects, 4: 322, 324; 7: 301, 310; 10: 241, 246, 252
- social security, 7: 296; 10: 245

## Retrenchment, 11: 151

- see also* depression; economies; taxation—pressure for reduction

## Retroactive inhibition, 6: 297; 9: 30, 44, 281

## Revenue, *see* income (school)

## REVIEW OF EDUCATIONAL RESEARCH, 12: 460, 468, 561

## Rewards, *see* motivation—experiments; success (psychology)

## Rhythm, 1: 297, 395; 4: 506; 5: 49; 7: 131; 9: 36; 11: 410

- see also* esthetic development

## Roentgenographs, *see* photographic rec.

## Roman education, *see* classical ed.

## Romance languages, 10: 134-142

- see also* FOREIGN LANGUAGES

## Rooms, *see* classroom design; special rooms; teachers rooms

## Rorschach technique, 2: 190; 5: 190, 255; 8: 287, 298; 9: 484, 519; 11: 84; 12: 484

## Rotation experiment, *see* experiment

## Round-table, *see* discussion

## Routes, *see under* transportation

## Rules and regulations, 7: 395; 10: 339-43

- legal aspects, 3: 395, 422, 432; 10: 254

- see also* school buildings—regul.

## Rural children, *see next head*; *see* mountain chil.; urban-rural differences

## Rural culture, 7: 77

- attitudes, 5: 267

- surveys, 10: 15; 12: 494-95

- vs. urban (*see* urban-rural diff.)

- see also* mountain chil.; small towns; social problems; urban culture; villages; youth—rural

## Rural education, 1: 193; 12: 207

- adult, 7: 70

- curriculum, 10: 41

- housing, 12: 144, 154, 246

- supervision (*see* supervision—rural)

- surveys, 7: 177

- (*see also* rural culture—surveys)

- teachers, 4: 211

- see also* agricultural ed.; consolidation; county school sys.; Latin Amer. ed.—rural; Negro ed.; one-teacher schools; reorganization of sch. dist.; salaries—rural; special ed.—rural; TERRITORIAL UNITS; transportation

## Rural-urban, *see* urban-rural diff.

## Sabbatical leaves, *see* leaves

## Safety, 5: 363; 8: 375; 12: 198, 230

- see also next head*; *see* accidents; automobile driving; industrial arts; liability; transportation of pupils

## Safety education, 4: 163; 7: 487; 10: 467

- results, 10: 49

## Salaries, 1: 86-91; 4: 312-15; 7: 290, 309; 8: 163; 10: 228-34

- board members, (*see under* boards of ed.)

- college, 5: 239

- cost of living and, 1: 88; 4: 312; 5: 139; 7: 291; 8: 165; 10: 231

- government, 8: 164; 10: 231

- history, 10: 232

- legal aspects, 1: 91; 10: 232

- life earnings, (*see under* earnings)

- minimum, 10: 232

- pensions (*see* retirement—income)

- rural schools, 10: 228

- state superintendents, 4: 414

- status and trends 1: 86; 8: 163; 10: 228, 232

- see also next head*; *see* income (pers.); janitors—wages; retirement—income

## Salary schedules, 4: 313; 5: 139; 8: 163-66; 10: 229

- making, 5: 165; 10: 230

- single salary. 1: 90; 10: 230

- see also* salaries

## Sale of school property, 3: 413

## Sales tax, *see under* taxation

## Salesmanship, 1: 388; 2: 218; 8: 267, 305; 9: 518; 11: 51, 99

## Sampling, 8: 278; 9: 468, 478, 541, 553; 12: 535

- theory, 8: 310; 11: 115; 12: 543

- see also* achievement tests — sampling; questionnaires; reliability; standard groups; tests of signif.; time-sampling

## Sanitary conveniences, *see* toilets

## Sanitation, *see* plumbing; toilets

## Sarcasm, 7: 30

## Satisfaction, *see* happiness; success

## Saving, *see* economies; insurance

## Scaling, 2: 230, 280, 295, 297; 3: 21, 37, 93, 111, 114; 5: 194, 218, 271; 8: 240, 277, 307, 312; 9: 18, 521, 554; 11: 118

- case history (*see* scoring—of dir.)

- see also* comparable meas.; isochrons; norms; psychophysical meth.; scoring; test constr.; units of meas.; weighting

## Scandinavian countries, education, 6: 396-99

- see also* particular country

## Schedules, *see* RECITATION SCHEDULES

## Scholarship, *see* achievement

## Scholastic aptitude, *see* aptitude; success in school

## School and community, *see* community and School and home, *see* home and school

## School and society, *see* education and society; education as a social force; social background of ed.

## School boards, *see* boards of education

## School buildings, 2: 343-425; 5: 333-439; 8: 365-492; 12: 137-254

- adaptation, 5: 395, 408; 8: 446; 10: 368; 12: 141-50, 168

- architecture, 5: 388; 8: 443-50; 12: 168, 178

- classrooms (*see* classroom design)

- codes (*see subhead*, regulations)

- community use (*see as main head*)

- contracts, 8: 454; 11: 231; 12: 187

- (*see also subhead*, legal)

costs, 2: 370, 376; 5: 390, 406; 8: 408-12, 421; 12: 191, 194, 224-27  
*(see also capital outlay)*  
 designing, 2: 370, 382; 8: 443-50; 12: 168-81, 191, 224  
 evaluation, 2: 354, 384; 4: 52; 5: 339; 8: 420; 9: 527  
 financing *(see capital outlay—finan.)*  
 fireproof *(see subhead, materials)*  
 functional *(see subhead, adaptation)*  
 in other countries, 5: 396; 8: 398, 413-17  
 legal aspects, 2: 355, 372; 3: 412; 8: 451-59; 11: 231; 12: 182-90; 241-52  
 materials, 5: 383-87; 8: 410, 447  
 national defense *(see as main head)*  
 needed research, 5: 406-11; 8: 460-65  
 needs, 4: 54; 5: 337-43; 8: 421; 12: 151-61, 162, 164  
 planning, 2: 346-63, 373; 5: 339, 393-405; 12: 145, 168, 193  
*(see also other subheads)*  
 principal's suite, *(see office—layout)*  
 regulations, 2: 355; 5: 400; 12: 237-40  
 requirements *(see subhead, needs)*  
 score-cards *(see subhead, evaluation)*  
 size, 2: 360, 374; 5: 402, 409  
 special rooms *(see as main head)*  
 surveys, 2: 346-63, 371; 4: 49-57; 5: 389; 8: 418-22  
*(see also subhead, evaluation; see community studies)*  
 trends, 5: 393-405; 8: 443-50; 12: 171-81, 191  
 unit costs *(see subhead, costs)*  
 use *(see community use, see next subhead)*  
 utilization, 2: 357, 375; 4: 53; 5: 155, 340, 389, 390  
*see also adult ed.—housing; architects; auditorium; blackboards; colleges — bldg.; depreciation; equipment; extermination; floors; heating; insurance; lighting; lunchrooms; maintenance; Negro ed. — housing; office — layout; operation; painting; playgrounds; plumbing; renting; rural ed.; safety; seating; sites; SPECIAL ROOMS; swimming pools; teachers rooms; toilets; ventilation; windows*  
**School buses, see buses; transportation**  
**School census, 3: 189**  
 continuous, 3: 190  
**School children, see children; pupils**  
**School clerks, see clerks**  
**School day, length, 4: 396; 7: 487; 10: 318**  
*see also recitation schedules*  
**School districts, 4: 357-68**  
 assessed value *(see under financial abil.)*  
 changes in *(see reorganization of sch.)*  
 history *(see territorial units)*  
 intra-city *(see under attendance districts)*  
 legal aspects *(see boards of ed.—powers; legal basis of ed.)*  
*see also local dist.; TERRITORIAL UNITS*  
**School divisions, see vertical units**  
**School journeys, see field trips**  
**School law, see legal—; legislation**  
**School organization, see organization**

**School plant, 2: 343-425; 5: 333-439; 8: 365-492**  
*see also equipment; operation; playgrounds; school bldg.; sites*  
**School population**  
 changes in, 6: 185; 9: 42, 359, 535; 12: 156  
*(see also enrolment; trends)*  
 characteristics, 3: 209-13; 4: 77; 6: 177-84; 9: 147-60; 11: 389; 12: 5-20  
 density, 2: 360  
 prediction, 2: 352; 4: 51  
*see also CHILD ACCOUNTING; CHILDREN; DIFFERENCES; enrolment; PUPILS; selective factors; STUDENTS*  
**School rooms, see classroom design; SPECIAL ROOMS**  
**School subjects—evaluation**  
 by alumni, 11: 369; 12: 436, 523-28  
*(see also follow-up studies)*  
 by students, 4: 194; 10: 139; 11: 430-31, 448; 12: 88  
 by teachers *(see teacher ed.—eval.)*  
**School subjects—placement, see grade placement; hour of day**  
**School subjects—psychology of**  
 college, 4: 513-19; 8: 19-24  
 elementary, 1: 325-440; 5: 1-120; 7: 447-581  
 secondary, 1: 325-440; 4: 445-512; 8: 1-102  
*see also under particular subject*  
**School subjects—taught, see teaching—combinations**  
**School systems, see city sch. sys.; county sch. sys.; foreign ed.; LOCAL SCHOOL SYSTEM; organization—; state sch. sys.**  
**School work, see achievement; home study; school subjects; teaching—activities**  
**School year, 1: 193; 3: 188; 6: 160**  
*see also all-year schools; summer sch.; summer vacations; vacation schools*  
**Schooling, see amount of schooling**  
**Schoolmasters, 6: 361**  
**Schools and colleges, see army post; church-controlled; colleges; continuation; elementary; evening; high; hospital; junior col.; junior high; kindergartens; municipal university; nursery; parochial; private; residential; secondary; state col.; summer; teachers col.; vacation**  
**Science, 1: 293, 379-86; 2: 21-28; 4: 473-78; 5: 70-74; 7: 162, 508; 8: 60-66; 12: 359-452**  
 achievement in, 1: 293, 383  
 analysis of need *(see subhead, social)*  
 auditory aids, 12: 373, 382, 438  
 clubs, 4: 193; 12: 439  
 college, 1: 13, 385; 4: 206; 7: 165, 180; 11: 389; 12: 412-24  
 concepts *(see subhead, understanding)*  
 curriculum, 1: 293, 379; 4: 165, 196, 206; 5: 72; 7: 162, 508; 8: 65; 11: 389; 12: 370, 376, 412  
 demonstration *(see laboratory method)*  
 diagnosis, 2: 26  
 effectiveness, 12: 378, 418, 419  
 elementary-school, 1: 293, 379, 386; 5: 70-74; 7: 164, 508; 9: 271; 12: 369-74

- equipment, 2: 389; 12: 204  
*(see also laboratories)*  
 errors, 1: 384; 3: 303  
 evaluation *(see subhead, effectiveness)*  
 experiential background, 1: 383; 12: 380  
 extensive vs. intensive reading, 8: 61  
 extra-school education, 1: 383; 12: 435-42  
 general *(see general science)*  
 in other countries, 5: 71  
 individual differences, 12: 380  
 interests, 8: 64; 12: 375, 415, 439  
 junior-high school, 1: 379; 12: 375-85  
 laboratory *(see laboratories)*  
 mathematics required *(see mathematics—required)*  
 methods of teaching, 1: 28, 293, 384; 2: 21-28; 3: 323; 4: 473-78; 8: 60-66, 509; 12: 300, 371, 380-84, 418  
*(see also laboratory method)*  
 misconceptions *(see as main head)*  
 needed research, 12: 366, 448  
 objectives, 1: 17, 379; 4: 206; 12: 369, 416  
 philosophy and, 12: 291, 295  
 prediction, 1: 385; 12: 420, 432  
 psychology of, 1: 379-86; 5: 72; 7: 509; 8: 60-66  
 radio *(see subhead, auditory aids)*  
 sex differences, 3: 212, 309; 6: 98; 12: 375, 415, 439  
 social utility, 1: 379  
 survey courses, 12: 413, 447  
 teacher education, 1: 15, 293, 386; 4: 207; 12: 204, 443-50  
 textbooks, 1: 17, 379; 4: 198; 12: 376, 432  
 transfer to life, 8: 64  
 understanding, 1: 15, 384; 8: 508; 12: 418  
 visual aids, 1: 384; 2: 24; 4: 474; 8: 509; 12: 338, 340, 374, 382, 419  
 vocabulary, 1: 382; 12: 377  
*see also agriculture; anatomy; biology; botany; chemistry; conservation; field trips; general science; health; laboratories; nature study; physics; physiology; research; scientific attit.; social sciences; superstitions; zoology*  
**Scientific attitudes**, 1: 28; 4: 167; 7: 163; 8: 63; 12: 378, 416-18  
 measurement, 8: 63  
*see also thinking—careful; (for contrast, see superstitions)*  
**Scientific method**, *see preceding head; see research processes*  
**Scientific thinking**, *see scientific attitudes; thinking—careful*  
**Score cards**, 1: 45, 299; 2: 113, 356, 384; 8: 134, 146; 11: 181  
*see also checklists; rating*  
**Scoring**, 5: 227, 481; 12: 546  
 by pupils, 1: 288; 3: 344; 5: 228  
 correction for guessing, 3: 35; 5: 479, 482; 12: 546  
 cost of, 8: 539  
 devices, 5: 481; 8: 537  
 errors in, 2: 296; 5: 481; 9: 521; 11: 123  
 interpretation *(see under achieve. tests)*  
 machine, 5: 227, 235; 8: 307, 538; 11: 114, 120; 12: 553  
 of direct observations, 8: 277; 9: 487  
 weighted, 2: 297; 3: 35; 5: 271, 481  
*see also composition—grading; essay tests—grading; norms; personality measure.—scoring; scaling; units of meas.*  
**Scotland**, education, 6: 407; 7: 480; 9: 363, 406  
**Season**, *see under intelligence; mental development; physical development*  
**Seating**, 2: 388; 8: 381; 12: 142, 204  
**Second World War**, *see World War II*  
**Secondary education**, 10: 325  
 appraisal, 12: 522, 526  
 curriculum, 3: 440; 4: 135-93; 7: 377; 9: 572; 12: 283  
*(see also Eight-Year Study)*  
 history, 4: 370; 6: 360, 369, 384; 9: 342-46  
 legal basis, 3: 394  
 reorganization, 1: 187; 7: 376  
 surveys, 4: 382; 6: 209, 220  
*see also head following; see high-sch. pupils; instruction; particular subject*  
**Secondary schools**  
 accrediting, 10: 322; 12: 522, 526  
*(see also Cooperative Study)*  
 articulation, 1: 184  
 class schedules, 4: 396; 7: 379; 10: 321  
 internal organization, 1: 187; 4: 396-401; 7: 386; 10: 321-25  
 reorganization, 1: 187; 4: 376; 7: 368; 10: 322  
 six-year, 1: 190; 4: 376  
 standards *(see subhead, accrediting)*  
 types *(see subhead, reorganization)*  
*see also HIGH SCHOOLS; junior col.; junior high schools; secondary ed.*  
**Secretarial training**, 1: 387; 4: 189; 7: 134; 11: 367, 370  
*see also clerical training; office—practices; shorthand; typewriting*  
**Secretaries**, 10: 350  
**Sectarian schools**, *see church-controlled*  
**Section of the country**, *see geographic; regional—*  
**Sectionalism**, *see regional cultures*  
**Sectioning**, *see ability grouping; placement tests*  
**Security**, 6: 482  
**Sedatives**, *see drugs; phenobarbital*  
**Segregation**, *see races—segregation*  
**Selection**  
 of books *(see booklists; textbooks)*  
 of students *(see selective factors)*  
 of supplies *(see supplies)*  
 of teachers *(see teacher ed.—recruitment; teacher employment—selec.)*  
**Selection tests**, *see college entrance exam.; employment tests*  
**Selective factors**  
 in college, 8: 243; 12: 11, 15  
*(see also college students—admis.)*  
 in public schools, 6: 185; 12: 11, 24  
 in research *(see comparability)*  
*see also educational oppor.; PERSISTENCE IN SCHOOL; success in school*  
**Self-evaluation**, *see under teaching success; see self-report*

- Self-government**, *see* student government  
**Self-help students**, *see* college students—finances  
**Self-insurance**, *see* under insurance  
**Self-rating**, *see* under rating  
**Self-report**, 2: 186-93, 228; 5: 245-51, 279; 8: 270; 9: 198; 12: 480, 538  
 validity, 8: 270; 10: 28; 11: 62, 104; 12: 538  
*see also* autobiographies; interviews; personality meas.; rating—self  
**Self-support students**, *see* college students—finances  
**Self-surveys**, *see* under surveys  
**Selling aptitude**, *see* salesmanship  
**Selling school property**, *see* sale of  
**Semantics**, 12: 497  
*see also* vocabulary—meaning  
**Semi-annual promotion**, *see* promotion  
**Senescence**, 5: 193, 208; 11: 555  
**Sensorimotor skills**, *see* motor abilities  
**Sensory defects**, *see* deaf and hard-of-hearing; intelligence—physical; visually handicapped  
**Service load**, *see* teaching load  
**Seven-year elementary schools**, *see* under elementary schools  
**Sewing**, *see* home arts  
**Sex**  
 attitudes, 6: 45, 497; 9: 157; 10: 7, 9, 27, 461; 11: 95; 12: 13  
 behavior, 5: 248  
 development, 3: 126; 6: 80  
*(see also* adolescents—pubescence)  
 differences (*see* sex differences)  
 education, 5: 36; 6: 45, 477, 497; 10: 7; 12: 15  
 hormones, 11: 541  
*see also* moral concepts; illegitimacy  
**Sex differences**, 2: 249, 290; 3: 118, 211, 308; 5: 448; 6: 97, 117; 9: 43  
*see also* under achievement; intelligence; mental devel.; motor abilities; physical devel.; skeletal maturity; *partic. subj.*;  
*see* masculinity  
**Shape of distribution**, 7: 24  
**Shop**, *see* industrial arts  
**Short-term loans**, *see* loans  
**Shorthand**, 7: 134; 8: 17; 11: 369  
 error studies, 1: 388; 4: 492  
 intelligence and, 11: 370  
 methods of teaching, 1: 388; 2: 69; 4: 491; 8: 17  
 personal use, 7: 134  
*see also* clerical training; secretarial train.  
**Siblings**, *see* birth order; twins  
**Sick leave**, 1: 113; 4: 310; 7: 289  
*see also* teachers—absence  
**Sickness**, *see* diseases  
**Sight**, *see* vision; visual  
**Sight saving**, 11: 319  
*see also* special ed.; visually handicapped  
**Sight-singing**, *see* music—singing  
**Significance**, *see* tests of signif.  
**Similarity**, *see* family—simil.; groups—homo-gen.; marriage—assortative  
**Singing**, *see* under music  
**Single-executive**, *see* unitary  
**Single salary**, *see* salary schedules  
**Single vs. double periods**, 4: 397  
*see also* under bookkeeping; home arts; typewriting  
**Sites**, 2: 364-69; 12: 173  
 cost, 2: 367  
 landscaping, 2: 368; 8: 425  
 legal aspects, 3: 409; 8: 452; 12: 243  
 location, 2: 364; 3: 410, 412; 8: 433  
*(see also* attendance districts)  
 planning, 11: 223  
 size, 2: 365  
 surfacing, 5: 367; 12: 198, 206  
 utilization, 2: 368  
*see also* maintenance; playgrounds  
**Six-three-three**, and other organization plans, *see* vertical units—plans  
**Six-year high**, *see* secondary schools  
**Size of boards**, *see* under boards  
**Size of classes**, 1: 93, 348; 2: 147; 4: 298-301, 385; 5: 76, 166, 402; 7: 276-83, 372, 382; 10: 216, 318  
 college, 4: 402  
 effect on costs, 2: 147  
 effect on learning, 1: 94; 2: 42; 3: 339; 4: 300, 402; 7: 281, 372; 8: 511; 10: 217; 12: 337  
 in other countries, 7: 277  
*see also* teaching load  
**Size of families**, *see* family—size of  
**Size of school districts**, *see* attendance districts; TERRITORIAL UNITS  
**Size of schools**  
 criteria for, 2: 360; 8: 127  
 effect on college success, 6: 203  
 effect on costs, 2: 145, 360; 5: 148; 7: 401; 8: 151  
*(see also* reorganization of school districts—effect on costs)  
 elementary, 2: 360; 4: 51  
 secondary, 1: 187, 189; 2: 145, 360; 4: 51; 8: 127; 10: 323  
*see also* under colleges; school bldg.; sites;  
*see* enrolment; small schools  
**Size of type**, *see* reading—legibility  
**Skeletal maturity**, 2: 221; 3: 124, 141, 156; 6: 55, 76, 78, 81; 9: 66, 86, 107; 11: 532, 580  
 sex differences, 3: 142  
**Skill**, *see* ABILITY; motor abil.; sports  
**Sleep**, 6: 15  
**Slide rule**, 5: 234; 11: 115; 12: 431  
**Slides**, *see* visual aids  
**Slow-learning pupils**, *see* retarded  
**Slum areas**, *see* housing  
**Small schools**, *see* high schools—small; one-teacher sch.; size of schools  
**Small towns**, 10: 14, 16  
**Sociability**, 2: 251  
**Social adjustment and behavior**, 11: 281; 12: 8, 10, 73  
 development, 5: 4; 7: 531; 8: 237; 11: 479-501  
 factors affecting, 5: 5; 11: 289  
*see also* ADJUSTMENT; attitudes; behavior; correctional ed.; emotions; environment; group—; maladjusted; personality; social maturity



**Social age**, *see* social maturity

**Social attitudes**, 5: 259-72; 7: 399; 8: 68, 300; 11: 68, 94

*see also* ATTITUDES; liberalism; social values

**Social background of education**, 1: 163; 4: 149; 5: 76, 393; 6: 365, 401, 464; 7: 44-85, 117; 9: 342, 357-60, 458; 10: 1-72; 11: 353-60, 421, 459; 12: 151-56; 12: 346

*see also* adaptation of schools; adjustment; analysis of social needs; COMMUNITY AND SCHOOL; comparative ed.; contemporary prob.; CULTURE VARIATIONS; curriculum—rel. to culture; democracy; economic backgr.; EDUCATION AND SOCIETY; environment; extensions of ed.; history of ed.; minority groups; social attitudes; social conditions; social pressures; social problems; social surveys; sociology

**Social behavior**, *see* social adjustment

**Social case work**, 7: 36

**Social climate**, *see* emotional climate; environment; frustration; groups

**Social conditions and changes**, 7: 72, 74; 9: 357-60; 10: 366; 11: 421, 438-39, 459; 12: 158

*see also* contemporary problems; lag; trends

**Social development**, 11: 101, 479-501

*see also* social adj.; social maturity

**Social distance**, 2: 227; 5: 264, 271; 6: 46; 8: 279; 9: 499; 10: 28; 11: 98

*see also* race relations; sociability

**Social effectiveness of education**, 1: 366; 10: 38-51; 11: 357, 368, 393, 394

*see also* OUTCOMES; TRANSFER TO LIFE

**Social facilitation**, 7: 26-31

*see also* group interaction

**Social grouping of pupils**, 7: 374; 10: 317, 318

*see also* ability grouping

**Social groups**, *see* groups

**Social heritage**, 4: 12

**Social intelligence**, 2: 252

**Social interpretation**, *see* public rel.

**Social maladjustment**, *see* emotional adj.; maladjusted; social adjustment

**Social maturity**, 8: 295; 9: 29, 150; 10: 24, 317; 11: 102, 263, 304; 11: 513; 12: 6 measurement, 2: 220, 251; 5: 280; 8: 231; 9: 292; 11: 72, 118; 12: 35

*see also* developmental age; emotional adjustment; personality; social adjustment and behavior; social development

**Social mobility**, 11: 144

*see also* educational opportunity

**Social needs**, *see* analysis of social

**Social outcomes of education**, *see* social effectiveness

**Social patterns**, 10: 432

*see also* culture variations

**Social pressures on schools**, 5: 76; 7: 80-85; 9: 458; 10: 20, 46

*see also* academic freedom; economic background; non-school ed. agencies; social background; taxation—pressure

**Social problems**, *see* CONTEMPORARY PROB.; CULTURE VARIATIONS; delinquency; democracy; planning; social studies; social welfare; world organization; youth

**Social psychology**, 5: 243

**Social research**, 9: 589; 12: 347

*see also* educational soc.; field st.; group interaction; social surveys; sociology

**Social sciences**, bibliography, 12: 465

*see also* social studies

**Social security for teachers**, *see under* retirement; *see also* tenure

**Social status**, 11: 73; 12: 350

of teachers (*see* sociology of teachers)

*see also* social maturity; social mobility; socio-economic status

**Social studies**, 1: 289-93, 361-66; 2: 43-46; 4: 462-65; 5: 75-82; 7: 165-71; 510-18; 8: 67-73; 11: 419-74

achievement, 1: 361; 7: 170; 8: 67

(*see also* civic knowledge; contemporary problems—knowledge)

analysis (*see* social conditions)

attitudes, 7: 514; 8: 68, 72

clubs, 7: 166

college, 4: 207

Commission (*see* Commission on Soc. St.)

comprehension (*see subhead*, understand.)

controversial subjects (*see* contemporary problems)

curriculum, 1: 14, 289, 361, 364; 4: 133, 149, 207; 5: 76; 7: 165-71, 511; 8: 67-73; 11: 421-45; 12: 274

direct experiences, 11: 436-37, 460

(*see also as main head*)

effectiveness, 7: 166, 170; 8: 67

elementary-school, 4: 149; 5: 75-82; 7: 510-18

equipment (*see subhead*, materials)

evaluation, 1: 361; 11: 465-72

evaluation by pupils, 11: 430, 448

fusion courses (*see subhead*, reorgan.)

grade placement, 1: 34; 5: 77; 7: 514

high-school, 4: 150

history of, 7: 517; 8: 69; 11: 421, 430, 447

in other countries, 7: 512

information (*see subhead*, achievement)

integration, 7: 511; 11: 448

interests, 4: 155; 8: 510

materials and equipment, 5: 77; 7: 517; 8: 71; 12: 205

measurement, 4: 154; 5: 82; 7: 516; 8: 69, 285; 11: 465-72

methods of teaching, 1: 28, 289; 2: 43-46;

3: 322; 4: 154, 462-65; 5: 79-81; 6: 319; 7: 513; 8: 70, 510; 11: 446-58

misconceptions, 5: 78

objectives, 1: 14, 364; 4: 151, 207; 7: 510; 11: 424, 430, 465

prediction, 11: 448

psychology of, 1: 361-66; 5: 78

radio, 11: 453

reorganized, 1: 289, 365; 5: 77; 7: 166

sex differences, 3: 309

teacher education, 4: 207; 8: 72

textbooks, 1: 14, 363; 4: 152; 5: 77; 7: 167, 517; 8: 71; 11: 434, 437, 438, 451

understanding of concepts, 1: 43, 362; 3: 288; 5: 78, 81; 7: 169, 514; 8: 68; 11: 424, 439, 448, 469

(*see also* comprehension)



- visual aids, 1: 362, 365; 5: 81; 7: 514; 8: 510; 11: 452
- vocabulary, 1: 14, 289, 362; 4: 151; 5: 61, 78, 81; 7: 168, 514; 8: 71; 11: 438
- see also* civics; COMMUNITY AND SCHOOL; conservation; consumers — education; current events; economics; geography; history; SOCIAL PROBLEMS
- Social surveys**, 2: 348-54; 7: 46; 9: 508; 10: 15; 12: 494
- methods, 9: 509; 10: 22; 12: 151-61
- see also* activities; community studies; culture var.; follow-up st.; health; housing; land-use; recreation; social background; socio-economic status; SURVEYS
- Social utility**, 1: 13, 276; 4: 9, 30; 10: 30
- see also* ANALYSIS OF SOCIAL NEEDS; occupational anal.; science—social util.
- Social values**, 4: 9; 5: 268; 8: 21
- see also* analysis of social needs; moral concepts; personal values; philosophy
- Social welfare**, 10: 366
- Socially maladjusted**, *see* maladjusted
- Socio-economic status**, 12: 11, 151-56
- intelligence and, 2: 292; 3: 87, 95; 5: 210; 6: 12, 22, 27, 112; 8: 235; 9: 11, 22; 11: 28, 343, 511
- (*see also* occupations—intelligence)
- measurement, 5: 285; 7: 20; 12: 152-54
- schooling and (*see* earnings; persistence in sch.; progress in sch.)
- surveys, 7: 53; 11: 353; 12: 152
- see also* depression; family income; health; housing; income (personal); nutrition; occupations; personality—family; physical devel.; social status
- Sociographic techniques**, 2: 251; 6: 182; 8: 282; 9: 486; 12: 77, 350
- see also* interpersonal relations
- Sociology**, 7: 6; 12: 465
- high-school course, 11: 430, 447
- see also* next head; *see* CULTURE VAR.; EDUCATIONAL SOCIOLOGY; GROUPS; institutions; marriage; occupations; social—
- Sociology of teachers**, 10: 258-65
- see also* teachers
- Sociometric**, *see* sociographic tech.
- Soil conservation**, *see* conservation
- Somatic types**, *see* body build
- Sororities**, *see* fraternities
- Sound films**, *see* motion pictures—sound
- Sound recording**, 5: 497; 7: 475, 480; 11: 88; 12: 52, 396
- see also* phonograph; records (sound)
- South Africa**, education, 9: 367, 406
- South America**, *see* Latin America
- Spanish (language)**
- measurement, 1: 372
- methods of teaching, 2: 53; 10: 136, 138
- prediction, 1: 375
- sex differences, 3: 308
- vocabulary, 1: 374; 4: 158, 204; 7: 145; 10: 135
- see also* FOREIGN LANGUAGES
- Spanish-speaking children**, *see* bilingual
- Spatial relationships**, 6: 42; 11: 515
- see also* maps; perception
- Speaking before an audience**, *see* English—oral
- Spearman-Brown**, *see* under reliability
- Special abilities and disabilities**, 2: 284-87; 3: 307, 311; 5: 188, 212; 6: 522; 10: 425
- see also* under arithmetic; reading (ins.); spelling; *see* learning diffie.
- Special education**, 3: 238-45; 4: 81, 374; 6: 226-34; 7: 367; 8: 251; 9: 180-84; 10: 352; 11: 254, 264, 281, 297
- enrolment, 10: 352
- federal aid for, 10: 353; 11: 255
- history, 3: 238; 11: 261
- needed research, 9: 180; 11: 259, 270
- rural, 3: 245; 11: 258, 265
- secondary, 6: 226; 11: 264
- state aid for, 6: 227
- teacher education for, 6: 227; 11: 270
- see also* correctional education; EXCEPTIONAL CHILDREN; HANDICAPPED CHILDREN; hospital schools; sight saving
- Special methods**, *see* methods of teaching
- Special rooms**, 5: 337, 362; 8: 381-87; 12: 170, 205
- see also* auditorium; gymnasium; home arts (subheads: equipment; housing); industrial arts (subheads: equipment; housing); kindergartens; laboratories; libraries; lunchrooms; office; swimming pools; teachers rooms
- Special schools**, *see* special education
- Specifications**, *see* buses; purchasing
- Speech**, 8: 29; 10: 152
- recording (*see* sound recording)
- see also* bilingual chil.; conversation; deaf; English—oral; language; speech defects; speech handicapped; voice
- Speech defects**
- birth injury and, 11: 308
- birth order and, 10: 420
- classification, 11: 306
- stuttering (*see* as main head)
- surveys, 3: 242; 10: 153; 11: 308
- see also* adjacent heads; handicapped chil.; left-handedness; voice
- Speech handicapped**, 3: 242; 9: 183; 11: 305-10
- adjustment, 6: 519
- intelligence, 2: 318; 8: 255
- see also* speech defects
- Speed**, 2: 252, 276, 297; 11: 556
- in taking tests (*see* objective tests)
- measurement of, 2: 252, 297
- see also* reading (instructon)—rate
- Spelling**, 1: 276-88, 341-44; 3: 292; 5: 83-88; 7: 142, 519-25; 10: 149-51
- analysis of social needs, 1: 276, 341
- college, 4: 494; 6: 323
- curriculum, 4: 143
- (*see also* subhead, vocabulary)
- diagnosis, 1: 283, 343; 3: 335; 4: 144; 5: 87; 10: 151; 12: 487
- difficulties, 10: 150
- disability, 7: 523
- errors, 1: 279, 283, 285, 343; 3: 303; 4: 143; 5: 87; 7: 522; 11: 279

- generalization, 1: 281, 343; 3: 292, 321; 5: 86; 6: 288; 7: 521
- grade placement, 1: 278; 5: 83; 7: 143, 519
- history of, 1: 341
- manuscript handwriting and, 10: 147
- measurement, 1: 285, 342; 3: 22; 4: 145; 5: 87; 7: 144, 523; 8: 508
- methods of teaching, 1: 27, 279, 344; 3: 321, 329; 4: 144, 494; 5: 85; 6: 321; 7: 144, 520; 10: 151
- norms, 1: 286
- permanence, 1: 279
- psychology of, 1: 341-44; 3: 313; 12: 6
- reading and, 1: 279, 280; 6: 323
- reformed, 7: 520
- remedial teaching, 1: 283, 343; 7: 523
- retention (*see subhead*, permanence)
- teacher education, 1: 281
- vocabulary, 1: 276, 341; 5: 83; 7: 142, 519; 10: 149
- Sports**, 1: 401; 4: 205
- post-graduation, 4: 205; 12: 76
- skill, 5: 49; 7: 483, 485
- see also* athletics; coaching; photographic recording; recreation
- Staffs**, *see* administrative organization
- Stage equipment**, 2: 392
- Stammering**, *see* stuttering
- Standard classrooms**, *see* classroom
- Standard groups**, 5: 216, 221
- see also* comparable meas.; sampling
- Standard scores**, *see* comparable meas.
- Standardization of tests**, *see under* test construction
- Standards**, school, *see* accrediting
- of living, *see* family income—planes
- Standing**, *see* achievement; accrediting; social status; socio-economic status
- Stanford Language Arts Investigation**, 8: 38
- State aid**, *see* state support
- State boards**, *see* state school admin.
- State colleges and universities**, 3: 379, 382, 443, 445; 4: 426; 10: 347; 11: 333; 12: 237
- finances, 3: 379
- organization and control, 4: 426; 7: 412
- see also* colleges and universities; higher education; teachers colleges
- State departments of education**, 4: 415; 7: 405-408, 411; 10: 343; 12: 16<sup>c</sup>
- see also* state school administration
- State education associations**, 1: 123
- research by, 9: 580
- see also* teachers associations
- State government, and education**
- legal authority, 3: 376, 378-82, 409; 7: 405; 10: 347
- see also* state school admin.—relation
- State institutions of higher education**, *see* state colleges; teachers colleges
- State planning**, 7: 47; 11: 138
- State school administration**, 4: 410-17; 7: 404-11; 12: 237-40
- boards of education, 3: 379, 380; 4: 410; 7: 407, 410; 10: 343
- bureaus of research, 9: 579
- (*see also* state testing programs)
- departments of ed. (*see* state depart.)
- functions, 3: 385; 4: 412; 7: 408
- history, 4: 410, 413; 7: 406
- legal aspects, 3: 383-89; 10: 343; 11: 229
- organization, 3: 383-89; 7: 405
- planning (*see* state planning)
- relation to other governmental agencies, 10: 306
- (*see also* government and education)
- school building services, 12: 169, 237
- staffs (*see* state departments)
- superintendents, 3: 380; 4: 413; 7: 407, 410; 10: 332, 333
- see also* centralization; certification; school buildings—regulations; territorial units; *see adjacent heads*
- State school systems**
- checklists, 9: 524
- evaluation (*see other subheads*)
- history, 6: 357, 367, 372-77; 9: 340
- index numbers, 9: 535
- surveys, 8: 432-42; 9: 524; 12: 492
- see also adjacent heads*
- State superintendents**, *see under* state school administration
- State support of education**, 2: 148-161; 3: 381, 406; 5: 133, 158-64; 8: 110, 180; 11: 150, 165, 229
- apportionment, 2: 114, 148, 155; 3: 400; 8: 181; 11: 165, 204
- history, 2: 148; 3: 381; 5: 163; 8: 110
- see also* capital outlay; special ed.; state colleges; state units; SUPPORT OF EDUCATION; teachers colleges; transportation
- State surveys**, *see* state school systems
- State testing programs**, 5: 216, 219, 456; 9: 580; 12: 496
- see also* regional testing
- State units**, 4: 367; 7: 363; 8: 131
- see also* centralization; state government
- State universities**, *see* state colleges
- States**, variation in wealth, *see* financial ability—variation
- Statistical methods**, 4: 104; 5: 229-41; 8: 307-17; 9: 528-63; 12: 501-20, 542-49
- high-school courses, 12: 405
- in social science, 7: 15-25
- in test construction, 3: 33-40; 5: 446; 8: 307-17; 9: 521; 11: 109-30; 12: 542-49
- (*see also* test construction)
- teaching, 4: 515, 517; 5: 229; 6: 296
- see also* analysis of covar.; analysis of var.; assumptions—stat.; comparable meas.; correlation (stat.); curve fitting; discriminant func.; errors of meas.; factor anal.; index numbers; nomographs; null hypothesis; probable error; regression; research processes; sampling; scaling; shape of dist.; tables; tabulating; tabulating mach.; tests of signif.; units; weighting
- Statistics (data)**, 9: 540
- in other countries, 9: 370
- reporting, 5: 146; 12: 562
- see also* amount of schooling; attendance; birth rates; enrollment; financial statements; growth (of groups); norms; popu-

- lation; surveys; territorial units; trends; vital statistics
- Stature**, *see* height; body build
- Status**, *see* social status; surveys; trends
- Stenographers**, 1: 387; 8: 305  
*see also* clerks; office-practices
- Stenographic recording**, 1: 12, 349; 2: 36; 6: 28; 9: 310, 474; 12: 53
- Stenography**, *see* shorthand
- Stimulants**, *see* benzedrine; drugs
- Storage**, *see* supplies—administration
- Stories**, 1: 298; 11: 89
- Street trades**, 6: 239
- Strength**, *see under* physical devel.
- Structural organization**, *see* vertical units
- Student activities**, 1: 10; 3: 222-33; 4: 80, 191, 400; 6: 207-17; 7: 380; 10: 369-76; 11: 460; 12: 68-79  
administration, 3: 225, 230; 4: 400; 6: 209, 215  
college, 3: 222; 6: 212; 7: 59; 9: 189; 10: 195  
effects in later life, 3: 224; 4: 193; 7: 59; 11: 462; 12: 71  
(*see also* sports—post graduation)  
elementary school, 6: 207  
evaluation, 3: 225, 230; 6: 211, 215; 7: 59; 10: 195, 370-73; 11: 461  
finance, 3: 226, 231; 10: 376  
(*see also* accounting—internal)  
health and, 12: 70  
intelligence and, 3: 223, 229; 6: 213; 10: 373; 12: 69  
legal aspects, 3: 394  
participation, extent of, 3: 222, 228, 231; 4: 191; 6: 212; 10: 373; 12: 68  
scholarship and (*see* achievement)  
teacher education for, 4: 193; 6: 211; 7: 257; 10: 375  
time spent, 4: 192  
*see also* assemblies; athletics; CLUBS; home-room; leadership; out-of-school activ.; participation in admin.; recreation; student government; student publications
- Student evaluation**, *see* high-school pupils—attitudes; school subjects—evaluation; teaching success—pupils' evaluation
- Student finances**, *see* college students—finances; persistence in school
- Student government**, 3: 233; 4: 463; 5: 289; 6: 510; 11: 460; 12: 72  
college, 3: 226; 6: 217  
*see also* participation in admin.
- Student mortality**, *see* persistence
- Student opinion**, 4: 261
- Student publications**, 8: 31; 12: 76  
*see also* journalism
- Student teachers**, 4: 516  
supervision, 3: 348; 9: 304  
*see also* teacher education
- Students**, *see preceding heads*; *see* adolescents; adult ed.; college students; former students; high-school pupils; youth
- Studies**, *see* research studies; school subjects
- Studiousness**, *see under* study
- Study**  
extensive vs. intensive (*see* extensive)  
habits, 2: 64, 246; 4: 514; 5: 59; 6: 192, 314; 7: 500; 8: 250; 9: 155, 299; 11: 280; 12: 380  
instruction in, 3: 290, 346; 6: 223, 314; 8: 20, 32; 9: 219; 11: 450  
kind of test and, 4: 477, 514; 5: 482, 488, 493; 8: 22, 519  
load (*see* achievement—study load and; adapting instruction)  
methods of, 1: 255, 284; 2: 31; 3: 331, 347; 5: 79; 9: 279; 10: 97  
periods, 4: 397; 6: 170; 10: 321  
studiousness, 2: 246; 5: 285; 8: 19, 250, 275, 312  
time spent, 2: 246; 4: 192; 5: 223, 236; 6: 192; 9: 157  
*see also* home study; supervised study
- Stuttering**, 2: 190, 318; 3: 243; 6: 184, 230; 8: 255; 9: 183; 10: 84; 11: 306, 307, 309  
*see also* speech defects
- Style (in formal reports)**, 12: 562
- Subject combinations**, *see* teaching—comb.
- Subject matter**, *see* CURRICULUM; materials of instruction; school subjects
- Subjects**, *see* school subjects
- Subnormal**, *see* mental defec.; retarded
- Subtraction**, *see under* arithmetic
- Success (psychology)**, 2: 248; 5: 255; 6: 34, 37; 9: 258, 262
- Success in college**, *see* col. students—achievement; prediction of achievement—in col.
- Success in life**, 5: 236; 7: 24; 11: 513-14; 12: 71  
environment and, 10: 24; 11: 513  
*see also* earnings; FOLLOW-UP STUDIES; marital adj.; social adjustment; TRANSFER TO LIFE; vocational adjustment
- Success in school**, *see* ACHIEVEMENT; adjustment; aptitude; failure; persistence; prediction; progress; *partic. subj.* (*subhead*, achievement)
- Success in teaching**, *see* teaching success
- Suggestibility**, 2: 253; 5: 253, 283; 7: 34
- Summaries of research**, *see* research (*subheads*: reporting; summaries); *Review of Educational Research*
- Summer school**, 1: 194  
for teachers, 7: 259
- Summer vacations**, effect on knowledge, 1: 262, 281, 344; 3: 296; 5: 15, 23; 8: 498  
*see also* all-year schools; school year
- Summer workshops**, *see* workshops
- Superintendents**, 4: 408; 7: 396  
attitudes, 7: 399  
boards of education and, 7: 312, 395; 10: 331  
business administration and, 7: 399  
(*see also* unitary vs. multiple exec.)  
certification, 7: 397; 10: 343  
county, 3: 380, 393; 4: 421; 7: 402, 403  
education for, 1: 16; 10: 344  
experience (*see as main head*)  
history, 4: 408; 7: 396; 9: 459  
powers and duties, 3: 392; 10: 343  
state (*see under* state sch. admin.)

- tenure (*see* tenure—of admin.)  
turnover, 7: 397  
*see also* local school systems; public relations; reports—superintendents
- Superior children**, *see* gifted children
- Superstitions**, 3: 291; 4: 167; 5: 73, 268; 6: 477; 7: 164; 8: 286; 9: 22, 503; 10: 28, 467; 12: 350, 379  
*see also* misconceptions
- Supervised study**, 2: 7; 4: 481; 9: 299
- Supervision**, 3: 54; 4: 294; 6: 324-36; 7: 244; 9: 303-11  
activities, 4: 294; 6: 325, 330; 9: 305  
appraisal of, 3: 347; 4: 295; 6: 333; 9: 305, 307, 309; 11: 412; 12: 346  
education for, 4: 210  
rural, 3: 348  
teachers' evaluation of, 4: 295; 6: 330  
*see also* curriculum—supervision; student tchr.; teacher ed.—in service; teaching—difficulties
- Supplies**, 2: 143, 397-405; 5: 362; 8: 387-91; 11: 212-19  
administration, 2: 397, 402; 5: 363; 8: 389; 11: 215  
selection, 11: 212  
standards, 2: 398; 5: 362; 8: 387; 11: 214  
*see also* accounting (financial)—supply; purchasing; textbooks
- Supply and demand**, *see* under teacher employment; *see* vocational opportunities
- Support of education**, 2: 108-112; 4: 43-48; 5: 131-38; 8: 107-132, 171-86; 11: 143-171  
equalization (*see* under financial ability; *see* state support; federal support)  
history, 6: 368  
in other countries, 5: 135, 164; 9: 401-407; 11: 234  
inequalities (*see* financial ability—varia.)  
legal aspects, 5: 134  
reorganization, 8: 107-25; 11: 144  
*see also* campaigns; capital outlay; depression; endowments; federal support; FINANCE; FINANCIAL ABILITY, EFFORT, AND NEED; funds—permanent; kindergartens; local support; Negro ed.; nonpublic ed.; philanthropy; retrenchment; state support; taxation; transportation; tuition; vocational ed.
- Surfacing**, *see* under sites
- Survey courses**, *see* under science
- Surveys**, 7: 44-49; 9: 508-13; 12: 492-97  
city (*see* under city school systems)  
colleges (*see* higher education)  
county (*see* county school systems; rural education)  
history of, 4: 24; 9: 511  
in other countries, 5: 447  
methods, 2: 115; 4: 49-57; 8: 418-22; 9: 512; 12: 492-95  
national, 4: 26, 45, 273; 5: 159; 6: 209; 7: 175; 9: 571  
state (*see* under state school systems)  
*see also* under achievement; adjustment; attitudes; curriculum; deaf; English; financial abil.; guidance; higher education; Indians; intelligence; libraries; personality; religious ed.; rural ed.; school bldg.; SOCIAL SURVEYS; speech defects; vocational ed.; youth
- see also* analysis of social needs; community studies; follow-up studies; frequency st.; Local School Units; school population—charac.; TESTING PROGRAMS
- Survival in school**, *see* persistence
- Sweden**, education, 6: 398; 8: 417
- Swimming pools**, 5: 356; 8: 379; 12: 205
- Syndromes**, *see* case study; patterns
- Syphilis**, 6: 110; 11: 545
- Systematic teaching methods**, 1: 248  
(*for contrast see* incidental tchg.)
- Tables (of functions)**, 3: 38; 5: 233; 8: 310
- Tabulating**, 3: 38; 7: 21; 9: 469; 11: 117  
*see also* classification—of cases
- Tabulating machines**, 3: 38; 5: 232; 7: 475; 8: 307, 309; 9: 470; 11: 221; 12: 33, 550-57  
*see also* checking; coding; tabulating
- Tachistoscope studies**, 9: 567
- Talent**, *see* aptitude
- Talk**, *see* language
- Tastes**, *see* esthetic develop.; preferences
- Tax districts**, *see* school districts
- Tax duplicate**, *see* financial ability—assessed valuation
- Tax exemption**, *see* under taxation
- Taxable wealth**, *see* financial ability
- Taxation**, 2: 108-12; 5: 131-38, 170; 8: 107-19, 175, 185; 11: 144-50, 167  
exemption, 3: 444; 8: 115; 10: 313; 11: 146  
federal, 8: 112; 12: 249  
improvement, 2: 111; 8: 175; 11: 144, 167  
in other countries (*see* under support)  
income tax, 5: 137; 8: 117  
legal aspects, 3: 399; 11: 148, 228, 230; 12: 246  
of school property, 8: 455, 459; 10: 313; 11: 230; 12: 246  
pressure for reduction, 11: 138, 166  
(*see also* retrenchment)  
property tax, 5: 132, 136; 8: 114, 182; 11: 146, 228  
revision (*see* subhead, improvement)  
sales tax, 5: 137; 8: 117; 11: 147  
systems, 5: 137, 160; 8: 107, 110; 9: 403; 11: 138  
*see also* financial ability; government—cost; non-public education—public money for; support of education
- Taxonomy**, *see* classification—of cases
- Teacher education**, 1: 73-82; 4: 208-12, 513-19; 7: 175, 181, 253-62; 9: 572; 10: 191-98; 12: 443-50  
amount of schooling, 4: 273  
city requirements (*see* under teacher employment)  
curriculum, 1: 15, 79; 4: 208-12, 275; 7: 175, 181, 253; 10: 191, 225, 427  
evaluation, 1: 16, 79; 4: 194, 280; 9: 305; 10: 20, 192, 197, 427  
follow-up service, 1: 81; 4: 284, 293; 7: 265, 275; 10: 180  
guidance, 7: 259; 10: 180, 186, 192  
history, 6: 370

- in-service, 1: 81; 4: 293; 7: 122, 273; 9: 306; 10: 210-15; 12: 448  
(*see also* supervision)
- internship, 7: 249; 10: 210
- National Survey, 7: 253
- practice teaching, 1: 105; 4: 210, 516; 7: 182, 254; 10: 195  
(*see also* student teachers)
- provisions for, 1: 79; 4: 278  
(*see also* teachers colleges)
- recruitment and selection, 1: 73-75; 4: 267-72; 7: 247-52; 10: 185
- state requirements (*see* certification)
- see also* Commonwealth Study; education (as subject); guidance—train.; laboratory sch.; quotas; special ed.; student activ.; student teachers; teacher examinations; teachers colleges; teaching—comb.; workshops; *see partic. subject*
- Teacher employment**  
city requirements, 1: 79; 3: 422; 4: 278, 283; 10: 181  
combinations (*see under* teaching)  
contracts, 3: 421-26; 7: 308; 10: 251, 342  
legal aspects (*see other subheads and cross references*)  
load (*see* teaching load)  
local residents, 4: 285; 7: 267; 10: 202, 204-6  
married women, 4: 286-92; 7: 269, 309; 10: 181, 206-9; 11: 99, 234, 388; 12: 97  
oath laws, 7: 305; 10: 250  
placement, 1: 83-85; 4: 281-84; 10: 200, 202  
recommendations, 7: 265; 10: 200  
selection, 1: 83-85; 4: 281-84; 7: 263-66; 10: 199-203, 342  
(*see also* teaching success—predic.)  
state requirements (*see* certification)  
supply and demand, 1: 69-72; 4: 257-60; 7: 239; 10: 179-81  
turnover (*see under* tenure)  
*see also* academic freedom; certification; dismissal; liability; retirement; salaries; sick-leave; teacher ed.; teaching suc.; tenure; women
- Teacher examinations**, 4: 272; 5: 458; 10: 187, 201  
*see also* teachers—physical examinations
- Teacher personnel**, 1: 65-159; 4: 253-352; 7: 237-354; 10: 177-297  
*see also* adjacent heads
- Teacher placement**, *see* teacher employ.
- Teacher rating**, *see* rating—of teachers
- Teacher tenure**, *see* tenure
- Teachers**, 1: 65-159; 4: 253-352  
absence, 4: 310  
activities (*see subhead*, out-of-school; *see under* teaching)  
adjustment (*see subheads*: mental hygiene; personality)  
associations (*see* teachers assn.)  
attitudes, 6: 492; 10: 21, 183, 260; 11: 70, 290  
(*see also* teachers' evaluations)  
authority (*see subhead*, legal status)  
community activities (*see subhead* out)
- community expectations of, 7: 307; 10: 21, 181, 264; 11: 460  
evaluations (*see* teachers' evaluations)
- health, 1: 111-14; 4: 308-11; 7: 288; 10: 224-27  
(*see also* sick leave)
- legal status, 1: 115-17; 3: 419, 421-27; 4: 289; 7: 271, 305-13; 10: 249-54  
(*see also* TEACHER EMPLOYMENT)
- length of service (*see* experience)
- liability (*see as main head*)
- local residents (*see* teacher employ.)
- married women (*see* teacher employ.)
- mental hygiene, 4: 309; 6: 471; 7: 288; 10: 183, 187, 224-27, 409, 426; 11: 99
- mobility, 1: 119; 10: 180, 262
- morale, 10: 409
- oath laws (*see under* teacher employ.)
- opinions (*see subhead*, attitudes)
- organizations (*see* teachers assns.)
- out-of-school activities, 10: 20; 11: 460  
(*see also subhead*, community expect.; *see* community activities; time records)
- pensions (*see* retirement—income)
- personality, 1: 16; 4: 16  
(*see also subhead*, attitudes)
- physical examinations, 1: 113
- placement (*see under* teacher employ.)
- salaries (*see as main head*)
- selection (*see under* teacher employ.)
- social status (*see other subheads*; *see* sociology of teachers)
- supply (*see under* teacher employment)
- tenure (*see as main head*)
- unions (*see* teachers associations)
- vacation activities, 10: 262  
*see also* adjacent heads; certification; colleges and univ.—faculty; dismissal; ethics; experience; leaves of absence; participation in admin.; rating; retirement; sick leave; sociology of teachers
- Teachers associations**, 1: 122-25; 7: 314; 10: 255-57  
*see also* future teachers clubs; state ed. assn.; parent-teacher assn.
- Teachers colleges**, 3: 379; 4: 280, 426; 7: 258; 10: 350  
*see also* teacher ed.—provisions
- Teachers' evaluations**: of duties (*see* teaching—activ.); of in-service help (*see* supervision—teach.); of professional courses (*see* teacher ed.—eval.)
- Teachers rooms**, 12: 199
- Teaching**  
activities, 1: 16, 80  
(*see also* Commonwealth Tch. Study; participation in admin.; teachers—out-of-school activ.; time records)  
aptitude (*see* teaching suc.—predic.)  
combinations in elem. school, 4: 390  
combinations in high school, 4: 210, 302-307; 7: 280, 284-87; 10: 222  
difficulties, 1: 16; 6: 333  
length of (*see* experience; tenure)  
methods (*see* methods of teaching)



- see also adjacent heads; academic freedom; colleges; experience; INSTRUCTION; salaries; tenure vitalized*
- Teaching ability**, *see* teaching success
- Teaching aptitude**, *see* teaching suc.—pred.
- Teaching load**, 1: 92-98; 4: 297-301; 7: 271, 279, 384; 9: 537; 10: 217-21; 12: 412  
colleges, 1: 96; 9: 537; 10: 219  
junior colleges, 1: 97  
pupil-teacher ratio, 4: 297; 5: 153; 10: 219  
time spent, 1: 94; 4: 298; 7: 278  
*see also under* colleges; junior col.; *see size of classes; teaching—comb.*
- Teaching success**, 1: 99-107; 4: 15-20, 261-66; 7: 242-46  
analysis of, 1: 16, 84, 99; 2: 244; 4: 261; 7: 264; 9: 307-9; 10: 183, 186, 226  
causes of teacher failure, 1: 100  
checklists, 4: 262; 6: 331  
evaluation of, 1: 99-107; 4: 15-20; 6: 331; 7: 242; 8: 21; 10: 182-84  
(*see also subhead, pupils; see rating—of teachers*)  
intelligence and, 1: 103; 4: 262; 7: 264  
needed research, 4: 19; 10: 190  
personal qualities and, 10: 427  
prediction, 1: 16, 102, 104; 2: 244, 247, 305; 4: 18, 262-72; 5: 225, 270, 458; 7: 245, 251; 8: 304; 10: 188  
pupils' evaluations, 1: 99; 2: 244; 4: 261; 7: 244; 8: 304; 9: 200  
self-evaluation, 6: 332  
*see also teacher—; teachers*
- Techniques**, *see* methods of teaching; research processes
- Technological changes**, 7: 75; 10: 11  
*see also* economic problems; planning
- Teeth**, 1: 273  
caries, 3: 144; 9: 60; 11: 579  
development, 3: 144, 157; 6: 58, 79; 9: 55, 64, 88; 11: 579  
nutrition and, 9: 60
- Temperament**, 2: 204  
*see also* personality
- Tensions**, 5: 280; 9: 287; 10: 415; 12: 78  
*see also* emotions; personality
- Tenure**, 1: 118-21; 4: 316-18; 7: 292-95, 310; 10: 235-39  
legal aspects, 7: 295; 10: 238, 251  
length of (*see* experience)  
marriage (*see under* teacher employ.)  
of administrators, 7: 397; 10: 252  
of college professors, 3: 445; 7: 312  
permanent, 1: 121; 7: 294  
turnover, 1: 118; 4: 258, 317; 7: 292; 10: 180, 236, 262; 11: 318  
*see also* boards of trustees; dismissal; TEACHER EMPLOYMENT; teachers — mobility
- Territorial units (in educational organization)**, 1: 166; 2: 145; 4: 21-28, 357-68; 7: 361-65; 8: 126-32; 10: 308-11; 11: 197-202  
criteria for size, 2: 145; 4: 358; 5: 167; 7: 364; 8: 126, 436; 10: 310  
economies possible (*see* reorganization)  
history, 1: 163; 4: 21, 357, 360  
legal aspects, 1: 188; 4: 357; 12: 247  
number and kinds, 1: 188; 4: 357; 7: 403; 8: 127, 130  
reorganization (*see as main head*)  
size and costs, 5: 151; 7: 361; 8: 436; 11: 200  
(*see also subhead, criteria*)  
trends, 4: 360, 362  
*see also* attendance districts; county units; independent dist.; local dist.; school dist.; state units; township units; centralization; financial abil.; Local School Units Project; one-teacher schools; sites; size of schools
- Territorial units (political)**, *see* political and social areas
- Test construction (objective tests)**, 2: 295-99; 3: 14-40; 5: 229-41, 469-83; 8: 21, 549; 12: 542-49  
arrangement of items, 5: 473, 474; 11: 70  
directions to pupils, 5: 472  
length (*see under* objective tests)  
standardization, 5: 194, 215  
response form (*see* objective tests)  
*see also* achievement tests—constr.; comparable meas.; difficulty; discrimination; factor analysis; intelligence tests—constr.; item analysis; norms; personality meas.—construction; reliability; scaling; standard groups; statistical meth.—in test constr.; units of meas.; validity; weighting
- Test items**, *see* item analysis
- Test-scoring machines**, *see* scoring
- Testing**, *see next head; see* measurement
- Testing programs**, *see under* aptitude; intelligence; *see* national testing; regional testing; state testing
- Tests and scales**  
administration (*see* objective tests)  
comparable (*see* achievement tests)  
construction (*see* test construction)  
effect (*see* measurement—*influence*)  
frequency of use (*see* achievement tests)  
history (*see under* measurement)  
length of (*see* objective tests)  
standardization (*see* test construction)  
teacher-made (*see* examinations; informal tests)  
time limits (*see* objective tests)  
trends (*see under* measurement)  
uses (*see under* measurement)  
*see also* ACHIEVEMENT TESTS; aptitude tests; blind; checklists; clerical tests; college entrance exam.; comprehensive exam.; employment tests; essay tests; EVALUATION; examinations; informal tests; intelligence tests; item anal.; MEASUREMENT; National Teacher Exam.; OBJECTIVE TESTS; paper-and-pencil tests; performance tests; personality meas.; placement tests; professional tests; prognosis tests; rating—scales; readiness; reliability; scales; score cards; scoring; speed; validity; vocational tests; *partic. subj.* (*subheads: tests, measurement, or rating*)

- Tests of significance**, 8: 309, 310; 9: 551; 11: 113; 12: 501, 543  
for differences, 2: 114; 5: 234; 6: 59; 8: 311; 9: 546, 558-63; 12: 501-20  
*see also* null hypothesis; probable error; sampling; z-transformation
- Tetrad differences**, 2: 277  
*see also* factor analysis
- Textbooks**  
analysis, 1: 13, 44, 290, 363, 379; 2: 36; 4: 169; 7: 141; 8: 69; 11: 434, 438, 451; 12: 376, 397, 432, 445  
(*see also partic. subj.*—textbooks)  
conservation, 11: 216  
costs, 8: 153  
difficulty (*see subhead*, analysis; *see reading*—difficulty; vocabulary)  
evaluation, 1: 44; 2: 36; 4: 194-98; 5: 77; 9: 526; 12: 397, 408  
legal aspects, 3: 434-36  
renting, 3: 435  
selection, 1: 44; 3: 435; 4: 196; 7: 141; 11: 216  
*see also* war—in history texts; workbooks; particular subject
- Themes**, *see* composition
- Theological training**, *see* religious ed.
- Therapy**, *see* psychotherapy
- Theses**, 1: 21; 9: 586; 12: 562  
guides to, 9: 586; 12: 462, 465  
*see also* needed research; research—report.
- Thinking**  
careful, 4: 167, 477; 7: 163; 8: 508; 12: 378, 425  
(*see also* scientific attitudes)  
careless (*see* misconceptions)  
measurement of, 8: 63  
scientific (*see subhead*, careful)  
teaching of, 11: 403; 12: 425  
*see also* assumptions; deliberative method; interpretation of data; problem solving; reasoning; understanding
- Thirty-School experiment**, *see* Eight-Year
- Thyroid**, 9: 105; 11: 539
- Tics**, 8: 237, 238
- Time**, *see heads following*; *see* hour; season; trends; year
- Time allotments**, 1: 30-36  
*see also* load; recitation schedules; time requirements; particular subject
- Time limits**, *see* under objective tests
- Time of day for subjects**, *see* hour
- Time records (of activities)**, 2: 216, 246; 4: 183, 298, 514; 8: 43; 9: 159; 10: 25  
*see also* ACTIVITIES; study—time; teaching load—time spent
- Time requirements in education**, 1: 177  
shortening time required (*see* acceleration; economy of time)  
*see also* all-year sch.; RECITATION SCHEDULES; school day; school year; study—time spent; summer sch.; time allot.; vacation sch.; VERTICAL UNITS
- Time-sampling studies**, 4: 65; 5: 273, 285, 287; 7: 535; 8: 238, 239; 9: 472  
*see also* time records
- Time spent**, *see* study—time; teaching load—time; time records
- Toilets**, 2: 386; 5: 355, 386; 8: 398
- Tort liability**, *see* under liability
- Township units**, 1: 188; 4: 360; 7: 362, 401  
*see also* territorial units
- Trade training**, 11: 399; 12: 162-67  
*see also* automechanics; vocational ed.
- Traditional education**, vs. progressive education, *see* activity ed.—eval.; progressive ed.
- Training**, *see* laboratory schools; research workers; teacher education; trade training; vocational education
- Traits**, *see* personality
- Transcription**, *see* under typewriting
- Transfer of training**, 1: 266, 281, 377; 3: 286, 289-94; 6: 286-90; 7: 522; 9: 268-73; 10: 127; 12: 425-27  
negative transfer, 9: 271  
*see also* formal discipline; generalization; particular subject
- Transfer to life situations**, 1: 272; 10: 33; 11: 462; 12: 523-28  
*see also* preceding head; citizenship ed.—effec.; community activities; follow-up st.; health ed.—effec.; home arts—effec.; school subjects—eval.; science—transf.; social effec.; social studies—effec.; sports—post-graduation; student activities—effects; success in life; vocational adjust.
- Transient youth**, 8: 499; 9: 169
- Transmutation**, *see* comparable measures
- Transportation aptitudes**, 8: 263
- Transportation of pupils**, 8: 426-31; 11: 203-11; 12: 148  
accounting, 11: 179  
administration, 11: 206-9  
cost, 2: 144; 5: 156; 7: 401; 8: 150, 427, 431; 11: 203  
drivers, 11: 208  
federal aid, 11: 206  
growth and trends, 11: 203  
legal aspects, 3: 403, 428, 432; 8: 456; 11: 208, 233  
measuring need, 11: 203-6  
public vs. contract, 5: 156; 11: 207  
routes, 11: 209  
safety, 11: 206  
state aid for, 11: 204  
*see also* buses; insurance; liability; reorganization of school districts
- Travel distance**, *see* distance from school
- Treatment**, *see* delinquency; therapy
- Trends**, *see* business; CHANGES; college students—phys. status trends; cost of ed.; enrolment; growth; high-school pupils—intelligence trends; history; index numbers; longitudinal st.; physical development—year; population; prediction; prophecies; salaries; social conditions; statistics; transportation—growth; vital statistics; particular subject
- Trial-and-error**, *see* under learning
- Truancy**, 3: 190, 244; 6: 163; 9: 169; 10: 48; 11: 289, 291  
*see also* absence; non-attendance

- True-false tests**, 5: 472, 476, 482; 8: 508, 519  
effect of negative suggestion, 5: 482
- Tuberculosis**, 11: 545  
*see also* delicate children
- Tuition fees**, non-resident, 3: 403, 431
- Turnover**, *see under* tenure; superintendents
- Twelve-month schools**, *see* all-year schools
- Twins**, 1: 34; 3: 88, 99; 4: 70; 5: 210, 249;  
6: 12, 23, 30, 51; 7: 468; 8: 241, 287; 9: 25,  
37, 55, 567; 10: 120; 11: 289, 576; 12:  
346, 505
- Types**, *see* body build; personality—types;  
size of type
- Typewriting**, 8: 15, 17; 11: 369  
college, 2: 67  
dictaphone method, 2: 67  
effect on (*see* English; reading)  
elementary-school, 1: 389; 3: 331  
error studies, 4: 490; 11: 369  
finger gymnastics, 2: 68  
in primary grades, 7: 496; 8: 508  
intelligence and, 11: 370  
methods of teaching, 1: 388; 2: 67; 4: 489-  
94; 7: 135; 8: 15; 11: 370  
psychology, 1: 388; 2: 67; 8: 15  
single vs. double period, 1: 389; 2: 68;  
4: 190  
transcription, 2: 69; 4: 489; 11: 369  
transfer of training, 9: 270  
visual aids, 4: 489  
whole vs. part method, 1: 388; 2: 67  
*see also* clerical train.; shorthand
- Typology**, *see* types
- Underaged children**, *see* acceleration
- Undernourished children**, 3: 160; 11: 537  
*see also* handicapped; **NUTRITION**
- Understanding**, 1: 332, 335; 7: 515  
*see also under* arithmetic; cartoons; civics;  
economics; poetry; science; social stud-  
ies; *see* **COMPREHENSION**; **CONCEPTS**; mis-  
conceptions; thinking; vocabulary —  
meaning
- Unemployment**, 5: 259, 265; 6: 115, 240; 7:  
76; 8: 252, 266; 10: 430  
*see also* depression; placement service; re-  
lief; technological changes; youth
- Union school districts**, *see* independent
- Unions**, *see* teachers associations
- Unit costs**, 2: 114, 124; 5: 124, 140, 149, 166;  
7: 401; 8: 148, 158, 409; 11: 185, 402
- Unit executive plan**, *see* unitary
- Unit of learning**, *see* units of work
- Unit plan of teaching**, 1: 384; 2: 23; 4: 473,  
481; 6: 319; 8: 56; 9: 298; 12: 302, 383  
*see also* units of work
- Unitary traits**, 9: 529
- Unitary vs. multiple executive control**, 2: 101;  
4: 409, 427; 7: 396, 400; 10: 333
- United States government**, *see* federal govt.
- United States Office of Education**, 8: 437,  
463; 9: 511, 576-78, 587; 10: 308
- Units (in organization)**, *see* reorganization—;  
territorial units; unit plan; units of work;  
vertical units
- Units (in research)**, 9: 476, 484  
*see also* unit costs; units of meas.
- Units of measurement**, 3: 84, 115; 5: 239;  
11: 117  
*see also* comparable measures; isochrons;  
scaling; scoring—weighted
- Units of work**, 1: 301, 370  
*see also* unit plan of teaching
- Universities**, *see* colleges; higher education;  
municipal univ.; state colleges
- Unmarried mothers**, 5: 205; 6: 497; 10: 419
- Unreliability**, *see* reliability
- Unstable children**, 8: 253; 9: 29  
*see also* emotions; handicapped children
- Urban culture**, 7: 77; 10: 16, 17; 12: 151  
*see also* rural culture; *see next head*
- Urban-rural differences**, 2: 292; 3: 211; 4:  
185; 5: 210; 6: 25; 8: 510; 9: 31, 56; 10: 47,  
432; 11: 100, 483-85
- Uses, of records** (*see* pupil records)  
of school buildings (*see* community use;  
school buildings—utilization)  
of school money (*see* expenditures)  
of tests (*see* measurement—uses)
- Utilization of plant**, *see* school building
- Vacation schools**, 1: 194; 4: 375
- Vacations**, *see* summer vacations
- Validity**, 5: 474, 499; 8: 497; 12: 545  
concepts of, 5: 215, 216, 469; 8: 312  
criteria, 1: 286; 3: 26, 33; 5: 215, 217, 225,  
236; 9: 487, 525, 527; 11: 121  
techniques of validation, 2: 243; 3: 15, 21,  
26, 33; 5: 215, 237, 473  
*see also under* achievement tests; aptitude  
tests; intelligence tests; interviews; ob-  
jective tests; personality meas.—valid-  
ation; questionnaires; rating; self-report
- Value of education**, *see* earnings; economic  
value; outcomes of ed.; transfer to life
- Values**, *see* personal values; social values; ob-  
jectives; philosophy
- Variability**, 2: 277, 285  
between individuals, 8: 241; 9: 156  
in ability to support education (*see* finan-  
cial ability—variation)  
limits of, 8: 241  
*see also* adaptability; analysis of variance;  
CHANGES; DIFFERENCES; diurnal var.;  
RELIABILITY; TRENDS; unstable children
- Veneral disease**, *see* syphilis
- Ventilation**, 2: 380; 5: 154, 344-54; 8: 392-97;  
12: 230  
air conditioning, 8: 394
- Vermin**, *see* extermination of pests

**Vertical units (in educational organization),** 1: 173-99; 4: 51, 369-81; 7: 366-71; 10: 315-30

appraisal, 1: 173-99

costs of different organizations, 5: 150; 8: 152

history, 1: 163-72; 4: 369-81

organization plans, 1: 177-91; 2: 358; 7: 368; 10: 322

reorganization, 1: 170, 177-91; 4: 375-81; 7: 367-71; 10: 322

(*see also under elementary sch.; secondary sch.; see economy of time*)

*see also articulation; extensions of education; grade organization; schools; time requirements in education*

**Villages,** 10: 15; 11: 99; 12: 494

**Vision,** 6: 4

measurement, 11: 46

*see also following heads*

**Visual aids in instruction,** 1: 28; 3: 335; 6: 314; 9: 284, 301; 12: 313, 336-44, 382

equipment, 12: 339

*see also graphs; maps; microphotography; motion pictures; museums; pictures; particular subject*

**Visual defects,** 1: 273; 6: 514; 7: 484, 505; 11: 533

color blindness, 11: 47

*see also blind; reading (instruc.)—visual; habil.; vision; visually handicapped*

**Visual discrimination,** *see perception*

**Visual education,** *see visual aids*

**Visually handicapped,** 11: 315-20

*see also blind; partially sighted; sight saving; vision; visual defects*

**Vital statistics,** *see birth rates; eugenics; marriage—rates; population*

**Vitalized teaching,** 6: 319

*see also activity ed.; auditory aids; creative expression; experiential background; intangible outcomes; visual aids*

**Vitamins,** 6: 121; 9: 59, 103; 11: 538, 577, 580

**Vocabulary,** 1: 276-79, 333; 10: 93-96

burden, 1: 13, 33; 7: 168; 8: 32; 10: 93; 11: 438, 450; 12: 377

development, 1: 23, 333; 3: 295, 318; 10: 96, 120

(*see also language—development; Latin—derivation study*)

difficulty, 1: 287, 333, 362; 5: 44; 7: 498; 10: 95

(*see also subhead, burden*)

environment and, 10: 119

frequency studies, 1: 12, 276; 7: 141; 9: 468; 12: 397, 498

(*see also foreign lang.—word counts*)

intelligence and, 10: 96; 11: 555

meaning, 1: 23, 333; 5: 44; 7: 497; 8: 503; 10: 95; 11: 469; 12: 497

(*see also semantics*)

*see also adults; bilingual chil.; children; —*

college stdt.; English—vocab.; high-school pupils; understanding

**Vocational adjustment and success,** 3: 42; 5: 217, 265; 6: 184; 9: 410; 10: 43, 44; 11: 368, 394, 400; 12: 73, 112

intelligence and, 5: 207; 11: 269

personality and character traits, 10: 44

prediction, 5: 207, 217; 6: 196; 7: 157; 10: 41

(*see also vocational aptitude*)

surveys (*see voc. ed.—follow-up*)

*see also employment; follow-up studies; teacher ed.—follow-up; teaching success; vocational aptitudes*

**Vocational aptitudes,** 2: 215; 8: 257-68; 11: 42, 48-51; 12: 48

*see also APTITUDE; professional aptitude*

**Vocational choices,** *see vocational interests*

**Vocational counseling,** *see guidance*

**Vocational education** 9: 355, 408-11; 10: 41, 354; 12: 87

cooperative, 10: 355

curriculum, 4: 181; 7: 157; 9: 409; 10: 42, 114; 12: 87

evaluation, 10: 43

follow-up studies, 5: 219; 9: 159; 10: 42; 11: 268, 357, 368, 394, 399, 400; 12: 98, 115

housing (*see industrial arts*)

in other countries, 9: 409

need, 11: 399

organization, 10: 355

rehabilitation, 10: 353; 11: 163, 325

(*see also crippled children*)

relation to general education, 10: 354

support, 8: 179; 11: 163

surveys, 9: 409; 12: 87

*see also agricultural ed.; automechanics; blind; commercial ed.; crippled; deaf; distributive trades; INDUSTRIAL ARTS; mental defectives; Negro ed.; occupations; radio—voc.; trade training*

**Vocational guidance,** *see guidance*

**Vocational information,** 6: 200; 9: 219; 12: 87, 97

**Vocational interests and choices,** 2: 215; 8: 276; 9: 219; 12: 10, 14, 50, 86

measurement, 11: 44, 66

relation to employment opportunities, 10: 40; 12: 10, 91

relation to intelligence, 8: 252

relation to subsequent employment, 9: 159; 10: 42; 11: 98-99; 12: 87

*see also aptitude; employment; guidance; occupations; college students; high-school pupils*

**Vocational opportunities,** 12: 93-96

commercial, 11: 367, 368, 395

industrial, 4: 181; 7: 158; 11: 399

interests and (*see vocational interests*)

surveys, 7: 158; 11: 357; 12: 93-96

*see also employment; occupational—; teacher employment—supply and demand*

**Vocational success**, *see* vocational adjust.

**Vocational tests**, 2: 215, 321-24  
 history, 2: 321  
*see also* APTITUDE; clerical tests; employment tests; guidance; vocational—

**Voice**, *see* under personality

**Voluntary reading**, *see* reading (vol.)

**Voting**, 7: 23, 24; 8: 308; 10: 13; 11: 114  
*see also* campaigns for school support

**Wages**, *see* salaries; janitors

**Wales**, education, 9: 362, 405

**Walking distance**, *see* distance

**Walls**, *see* color; maintenance

**Wants and wishes**, 2: 192; 9: 33; 10: 437; 11: 304

**War**  
 attitudes toward, 5: 261; 6: 189; 7: 22; 8: 280, 298; 9: 157; 10: 33; 11: 68  
 in history texts, 11: 438  
*see also* military training; national defense; World War II

**Washington experiment in character education**, 7: 471

**Wealth**, *see* family income; financial ability; socio-economic status

**Weight**, 3: 134, 151; 6: 62; 9: 47-52, 84, 93, 148  
 age-height-weight, 3: 135, 213; 6: 82; 9: 74, 90; 11: 578  
 at birth, 3: 134; 6: 15, 70, 72-78; 9: 47, 55, 58; 11: 531, 573, 576  
 estimating, 1: 274; 9: 76; 11: 578  
 geographic factors, 6: 70; 9: 57  
 statistical (*see* weighting)  
*see also* intelligence—physical character; physical development; premature birth

**Weighting (statistics)**, 3: 28, 35, 37; 8: 309; 9: 537, 541, 550, 551; 11: 119; 12: 546  
*see also* correlation—partial; personality meas.—scoring; scoring—weighted

**Welfare**, *see* child welfare; social welfare

**"White collar" occupations**, *see* commercial ed.; occupations—fathers and sons; vocational oppor.—commercial

**Whole child**, education of, 4: 7; 12: 36

**Whole vs. part method**, *see* learning

**Wider use of school buildings**, *see* community use of school plant

**Will**, *see* freedom of will

**Windows**, 8: 380, 403; 12: 211

**Wishes**, *see* wants and wishes

**Withdrawal from school**, *see* persistence

**Women**, 7: 77  
 employed, 10: 8; 12: 96  
 history of education, 6: 371

**Word blindness**, *see* reading—non-readers

**Word counts**, *see* vocabulary—freq. studies; reading—diffic.; foreign lang.—word

**Word lists**, *see* foreign languages—vocabulary; vocabulary

**Work**, *see* occupations; vocational—

**Work experience**, 7: 55

**Work relief**, *see* relief

**Work-study-play**, *see* platoon organ.

**Workbooks**  
 analysis, 11: 436, 451  
 value, 2: 19; 3: 325, 343; 4: 137; 5: 462; 8: 56, 60, 509; 10: 89; 11: 451; 12: 383

**Working one's way in college**, *see* college students—finances

**Workmen's compensation laws**, 7: 311; 10: 254

**Works Progress Administration**, 10: 35, 315, 365; 11: 98; 12: 192-93

**Workshops (teachers)**, 8: 536

**World Federation of Education Associations**, 1: 125; 6: 410

**World organization**, *see* international relations

**World War II**  
 college education and, 12: 416  
 needed research, 12: 366  
*see also* morale; physical fitness; postwar reconstruction; war

**Writer's cramp**, *see* handwriting

**Writing**, *see* composition; creative expression; handwriting; journalism; style; theses

**Written composition**, *see* composition

**X-ray**, *see* photographic recording—roentgenographs

**X-Y-Z grouping**, *see* instructional organization—plans

**Year**, *see* school year; TRENDS

**Yearbooks**, *see* student publications

**Youth**, 7: 76; 10: 364-66; 12: 96  
 activities, 10: 25  
 attitudes (*see* under college students; high-school pupils)  
 guidance, 9: 193; 12: 118  
 needs, 9: 154; 12: 15, 99  
 out-of-school, 7: 59; 10: 24; 12: 118, 144  
 rural, 7: 59; 10: 25  
 surveys, 6: 240; 7: 59; 9: 154; 10: 24  
 unemployed, 6: 240; 9: 154  
*see also* ADOLESCENTS; clubs and youth organ.; follow-up st.; Negroes; out-of-school activities; persistence in school; social problems; transient youth; unemployment; vocational education

**Z-transformation**, 12: 501, 505

**Zoology**, 2: 28; 3: 296; 8: 19, 62



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- Abel, James F., 9: 381-90  
 Affleck, G. B., 1: 398-402; 4: 503-506  
 Alexander, Carter, 2: 108-12, 113, 114-15; 4: 92-96 (Chrmn. Apr. 1932)  
 Allen, Cecil H., 10: 210-15  
 Allen, R. D., 3: 214-21  
 Alspach, Evelyn, 7: 131-34  
 Alves, Henry F., 12: 162-67  
 Anderson, Earl W., 1: 69-72, 111-14, 115-17; 4: 15-20, 257-60; 7: 239-41, 288-89; 10: 179-81 (Chrmn. Apr. 1931; June 1934; June 1937)  
 Anderson, Harold H., 10: 414-20  
 Anderson, Homer W., 2: 370-86  
 Anderson, Howard R., 3: 5-20; 11: 465-72  
 Anderson, I. H., 8: 19-24  
 Anderson, John P., 6: 490-98  
 Arnell, Rebecca, 10: 107-25  
 Arnold, William E., 2: 370-86; 5: 364-69, 378-82; 8: 418-22; 11: 178-83  
 Ayer, Fred C., 3: 194-200, 201-204; 6: 164-68; 7: 519-25  
 Baker, Harry J., 2: 288-94, 295-99, 321-24; 5: 187-98; 6: 514-23 (Chrmn., June 1932; Oct. 1932; June 1935; Dec. 1936)  
 Baller, Warren R., 12: 21-44  
 Barr, Arvil S., 10: 182-84, 185-90  
 Bayley, Nancy, 9: 18-37; 11: 562-72  
 Beatty, Willard W., 11: 353-60  
 Beauchamp, Wilbur L., 7: 508-509  
 Bennett, Chester C., 10: 440-49  
 Bennett, Margaret E., 9: 217-20  
 Berry, Charles Scott, 11: 253-60  
 Bixler, Harold H., 6: 169-73, 174-76; 9: 172-73; 12: 5-20  
 Blackstone, E. G., 1: 387-89; 2: 67-70; 4: 489-94  
 Blaine, Leo J., 6: 157-63  
 Blommers, Paul, 12: 501-20  
 Bogle, Frank P., 12: 221-23  
 Bolmeier, Edward C., 4: 396-400, 404-409  
 Bormann, Henry H., 8: 408-12  
 Boyer, Philip A., 9: 161, 168-71, 177-79; 12: 21-44 (Chrmn., Apr. 1939)  
 Brandenhoff, Harold, 8: 171-86  
 Breed, Frederick S., 1: 276-93; 4: 29-35; 5: 83-88; 7: 519-25; 12: 289-98 (Chrmn., Oct. 1931)  
 Breslich, Ernst R., 1: 367-70  
 Broening, Angela M., 4: 58-64; 9: 295-302  
 Brooks, Fowler D., 3: 108-29; 6: 85-101; 9: 38-46  
 Brown, Clara M., 4: 510-12; 11: 387-97  
 Brownell, Samuel M., 12: 182-90, 241-52  
 Brownell, William A., 3: 283-315, 338-48; 6: 281-90; 9: 255-73; 12: 386-404 (Chrmn., June 1939)  
 Brubacher, John S., 3: 390  
 Brueckner, Leo J., 4: 140-42; 7: 160-61, 453-63; 9: 524-27  
 Brumbaugh, Aaron J., 3: 222-33, 234-37; 6: 188-93, 202-206, 212-17, 222-25  
 Bruner, Herbert B., 4: 128-34  
 Brunner, Edmund DeS., 10: 3-13 (Chrmn., Feb. 1940)  
 Burnett, R. Will, 12: 443-50  
 Buros, Francis C., 11: 212-19  
 Buswell, Guy Thomas, 3: 316-37, 338-48; 6: 291-99; 7: 453-63; 9: 274-84 (Chrmn., Oct. 1933; June 1936)  
 Butler, Frank A., 12: 274-79  
 Butler, Helen L., 12: 323-35  
 Butsch, Russell L. C., 1: 76-82, 99-107, 118-21; 4: 273-80, 297-302; 7: 292-95  
 Butterworth, Julian E., 7: 80-85  
 Butts, R. Freeman, 6: 357-62  
 Carpenter, William W., 8: 399-407  
 Carr, William G., 3: 399-408; 7: 44-49  
 Castetter, W. B., 11: 178-83  
 Caswell, Hollis L., 7: 120-23  
 Cattell, Psyche, 3: 84-107; 6: 3-16; 8: 221-28; 9: 5-17  
 Chamberlain, Leo M., 10: 240-48  
 Chambers, Merritt M., 3: 428-33, 443-49; 7: 305-13; 8: 451-59; 9: 460-65; 11: 227-40 (Chrmn., Oct. 1939)  
 Champlin, George R., 7: 372-75  
 Chenault, Price, 5: 393-405  
 Cheydleur, F. D., 4: 466-72  
 Chisholm, Leslie L., 11: 143-56, 157-71

- Christy, Elmer W., 8: 47-50  
 Clark, Harold F., 10: 38-51  
 Cochran, Blake, 8: 413-17  
 Cole, Luella, 10: 79-106  
 Coleman, Algernon, 4: 156-59; 7: 145-48  
 Connette, Earle, 7: 491-92  
 Connor, William L., 1: 37-42; 12: 259-73  
 Cook, Lloyd A., 10: 14-22  
 Cooke, Dennis H., 4: 285-92, 319-25; 7: 267-72, 296-304; 10: 204-209  
 Coon, Beulah I., 4: 182-85; 7: 152-55; 8: 42-46  
 Corey, Stephen M., 10: 255-57; 12: 299-304  
 Cornell, Ethel, 12: 5-20  
 Cornell, Francis G., 8: 107-19; 11: 241-44  
 Courtis, Stuart A., 8: 545-46, 547-50  
 Cox, Warren W., 1: 163-72; 4: 410-16, 417-24 (Chrmn., June 1931)  
 Credle, W. F., 12: 168-70  
 Crockett, Alexander C., 2: 321-24  
 Cureton, Edward E., 8: 307-17  
 Cur\*, Francis D., 4: 165-67; 7: 162-64, 508-509; 12: 369-74, 375-86  
 Cutright, Prudence, 6: 310-23  
 Cutts, Norma E., 11: 261-76
- Dale, Edgar, 1: 9-21; 7: 510-18; 9: 466-71  
 Darley, John G., 12: 45-65  
 Davis, Harvey Henry, 5: 139-40, 141-42, 148-50  
 Davis, Hazel, 10: 228-34  
 Dawson, Helen L., 3: 130-49  
 Day, Daniel, 12: 305-22  
 DeYoung, Chris A., 11: 172-77  
 Douglass, Harl R., 2: 7-20, 71-73, 76-77; 4: 479-88; 8: 51-57; 10: 126-45, 216-21, 222-23  
 Dunlap, Jack W., 8: 307-17  
 Durrell, Donald D., 7: 493-507
- Easley, Howard, 3: 283-315, 338-48  
 Edgerton, Harold A., 3: 205-208, 209-13  
 Edmiston, Robert W., 7: 273-75  
 Edmiston, Vivian, 12: 363-68, 412-24  
 Edwards, Newton, 3: 373-77, 421-27; 4: 85-91; 6: 383-86 (Chrmn., Dec. 1933; Oct. 1936)  
 Eggert, Walter A., 10: 311-14  
 Eikenberry, D. H., 6: 185-87, 208-11, 219-21  
 Eliassen, R. H., 1: 69-72, 73-75, 83-85; 4: 257-60, 267-72; 7: 239-41, 247-52; 10: 179-81  
 Elsbree, Willard S., 4: 312-15, 316-18; 7: 290-91 (Chrmn., June 1940)  
 Engelhart, Max D., 2: 21-28; 9: 555-63  
 Engelhardt, Nikolaus L., 7: 361-65, 372-75, 376-86, 389-91, 392-93, 404-11; 8: 413-17  
 Engelhardt, Nikolaus L., Jr., 8: 408-12; 12: 171-77, 224-27  
 Engle, William O., 12: 211-20  
 Enlow, E. R., 4: 285-92  
 Espenschiede, Anna, 11: 562-72  
 Eurich, Alvin C., 12: 521-33  
 Everett, Samuel, 7: 124-27  
 Everts, Edgar W., 8: 39-41
- Fattu, Nicholas A., 12: 542-49  
 Faulkner, Ray, 11: 376-86
- Featherstone, W. B., 2: 300-307, 308-20  
 Fedder, Ruth, 12: 21-44  
 Feder, Daniel D., 9: 204-205  
 Fitzpatrick, Frederick L., 12: 412-24  
 Flanagan, John C., 11: 109-130  
 Flanders, John K., 7: 290-91  
 Flesher, William, 12: 21-44  
 Foran, T. G., 7: 519-25  
 Ford, B. R., 5: 151-57  
 Fowlkes, John Guy, 2: 397-405; 8: 167-70, 171-86 (Chrmn., Apr. 1942)  
 Fraser, Mowat G., 9: 357-60  
 Freeman, Frank N., 1: 337-40; 4: 97-107, 138-39; 7: 138; 10: 146-48 (Chrmn., Feb. 1934)  
 Frutchey, Frederick P., 5: 491-501; 8: 513-16, 537-41  
 Fryklund, Verne C., 11: 398-407
- Galarza, Ernesto, 9: 368-71  
 Garrison, Karl C., 11: 502-30  
 Garrison, Sidney C., 1: 392-94; 4: 498-500; 5: 45-47  
 Gates, Arthur I., 5: 54-69; 7: 493-507; 10: 79-106 (Chrmn., Dec. 1931; Feb. 1935; Dec. 1937)  
 Geyer, George H., 7: 376-86  
 Gilbert, Luther C., 9: 564-68  
 Gilmore, Charles H., 8: 142-47, 148-53  
 Goldthorpe, J. Harold, 8: 126-32, 163-66  
 Good, Carter V., 4: 513-19; 7: 175-77; 9: 569-75; 12: 460-78 (Chrmn., Dec. 1939)  
 Good, Harry G., 9: 347-51, 391-94, 456-59  
 Gordon, Hans C., 9: 174-76; 12: 21-44  
 Gray, William S., 1: 247-60, 328-36; 2: 29-34; 4: 135-37; 5: 54-69; 7: 139-41, 493-507; 10: 79-106  
 Greene, Harry A., 5: 37-44; 7: 474-81 (Chrmn., Dec. 1938)  
 Greene, Katherine B., 2: 274-83, 284-87; 12: 280-88  
 Greenleaf, Walter J., 12: 86-108  
 Grinstead, Wren Jones, 2: 56-65  
 Grossnickle, Foster E., 12: 386-404, 405-11  
 Gunn, Chester E., 4: 357-68
- Hagman, Harlan L., 11: 172-77  
 Hallenbeck, Wilbur C., 10: 3-13, 35-37  
 Hamon, Ray L., 2: 387-96; 8: 423-25  
 Handschin, C. H., 10: 142-45  
 Hanna, Paul, 7: 172-74  
 Hans, Nicholas, 9: 361-67  
 Hanson, Abel A., 10: 339-42  
 Harap, Henry, 1: 30-36, 43-45; 4: 194-98; 7: 117-19 (Chrmn., Jan. 1931; Apr. 1937)  
 Harley, D. L., 9: 192-95  
 Harman, Harry H., 9: 528-31  
 Hartung, Maurice L., 12: 425-34  
 Havighurst, Robert J., 12: 5-20  
 Hayes, Dorothy T., 10: 421-28  
 Haygood, J. Douglas, 10: 134-42  
 Heck, Arch O., 3: 186-93, 238-45; 4: 72-84; 6: 157-63, 226-34; 9: 161-67; 12: 21-44 (Chrmn., June 1933; Apr. 1936)  
 Henmon, V. A. C., 1: 371-78; 4: 466-72  
 Henry, Nelson B., 4: 404-409; 7: 366-71  
 Heuer, Reuben P., 8: 133-41, 171-86

- Hibbert, R. W., 8: 380-91  
Higgins, Thomas J., 5: 362-63  
Hildreth, Gertrude, 5: 199-214  
Hill, Frederick W., 11: 220-26  
Hockett, John A., 4: 149-55; 7: 165-71; 11: 421-28  
Hodgdon, Daniel R., 3: 409-14  
Holmstedt, Raleigh W., 2: 139-47  
Holy, Thomas C., 2: 370-86; 4: 49-57; 5: 364-69, 370-77, 406-11; 8: 460-65 (Chrmn., Dec. 1932; Oct. 1935; Oct. 1938)  
Holzinger, Karl J., 9: 528-31  
Hopkins, L. Thomas, 1: 5-8  
Horn, Ernest, 4: 143-45; 5: 54-69; 7: 493-507, 519-25; 10: 149-51, 152-53  
Houle, Cyril O., 10: 351  
Hubbard, Frank W., 9: 502-507; 12: 534-41  
Hurd, Archer W., 7: 178-84, 253-62  
Hutchins, C. D., 8: 426-31  
Hutchinson, Mark E., 7: 145-48  
Hylla, Erick, 6: 389-93  
Ingram, Christine P., 11: 297-314, 315-29  
Irwin, Manley E., 6: 300-309; 7: 276-83; 9: 303-11 (Chrmn., Oct. 1941, part 1)  
Jensen, Kai, 9: 491-97; 11: 502-30  
Jersild, Arthur T., 6: 17-48; 9: 472-82 (Chrmn., Dec. 1941)  
Johns, R. L., 11: 190-96  
Johnson, Charles W., 7: 175-77  
Johnson, Palmer O., 9: 543-54  
Jones, Arthur J., 9: 185-86; 12: 124-33  
Jones, Edward S., 9: 209-11  
Jones, Harold E., 3: 150-62; 6: 102-23; 9: 91-102; 11: 531-52 (Chrmn., Feb. 1939)  
Jones, Vernon, 5: 31-36; 7: 467-73; 8: 11-14  
Jones, Willard T., 10: 335-38  
Kandel, I. L., 6: 387-88, 394-95, 400-16  
Kawin, Ethel, 10: 421-28  
Keeler, Miriam, 6: 235-42  
Keller, Franklin J., 9: 408-11  
Kelley, Harriet J., 11: 573-91  
Kendall, Glenn M., 10: 355-61  
Keys, Noel, 8: 241-56  
Kinder, James A., 12: 336-44  
Kinney, Lucien B., 8: 51-57  
Kirkendall, Lester A., 4: 507-509  
Knight, Edgar W., 11: 330-39  
Knight, Frederick B., 1: 354-60; 7: 453-63  
Knudsen, Charles W., 4: 462-65 (Chrmn., Feb. 1938)  
Koch, Helen L., 10: 421-28  
Kotschnig, Walter M., 9: 372-76  
Kuder, G. Frederick, 5: 215-28, 229-41  
Kurzband, T. Karl, 4: 171-74  
Kwalwasser, Jacob, 4: 175-77; 7: 130  
Lane, Howard A., 7: 482-90  
Lange, Paul W., 7: 366-71  
Lawler, Eugene S., 11: 172-77  
Lawson, Douglas E., 4: 369-72, 401-403, 425-30  
Lee, Charles A., 5: 393-405  
Lee, J. Murray, 11: 429-45  
Lee, John J., 9: 180-84  
Leggett, Stanton, 10: 362-68  
Leonard, J. Paul, 1: 345-53; 4: 449-61; 10: 107-25  
Leps, Joseph M., 12: 151-61  
Lide, Edwin S., 3: 378-82, 434-42  
Lincoln, Edward A., 7: 482-90  
Lindgren, Alina M., 6: 396-99  
Lindquist, Everet F., 3: 5-20; 5: 469-83; 8: 542-44; 12: 501-20  
Linn, Henry H., 8: 369-79  
Linton, Clarence, 12: 5-20  
Lloyd-Jones, Esther, 9: 187-91  
Logsdon, J. D., 7: 400-403  
Lomax, Paul S., 7: 131-34  
Loomis, Arthur K. (Chrmn., June 1942)  
Lorge, Irving, 11: 553-61; 12: 550-57  
Love, Leston L., 6: 199-201  
Lura, C., 1: 86-91, 92-98, 122-25, 126-36  
Lyman, R. L., 2: 35-42; 7: 474-81  
McCaskill, Joseph C., 11: 353-60  
McClure, Worth, 12: 191-202  
McClusky, Howard Y. (Chrmn., Dec. 1940)  
McCormick, Harold W., 7: 361-65  
McDonald, Katherine S., 8: 34-38  
MacGregor, Gordon, 11: 353-60  
MacGregor, J. B., 1: 86-91, 92-98, 122-25, 126-36  
McKee, Paul, 7: 142-44, 493-507  
MacLatchy, Josephine H., 1: 294-303; 5: 4-13; 7: 526-44  
McLaughlin, Katherine L., 7: 526-44  
Maddox, Clifford R., 4: 375-81; 6: 212-17  
Madison, Thurber, 8: 58-59  
Mahone, Louise, 5: 445-54  
Mahoney, Lewis H., 10: 305-307, 308-10, 315, 352-54  
Malmberg, C. F., 7: 284-87  
Martens, Elise H. (Chrmn., June 1941)  
Maucker, William, 5: 469-83  
May, Mark A., 7: 467-73  
Mays, A. B., 2: 74-75  
Meadows, A. R., 11: 203-11  
Mealey, Ethel, 4: 160-64  
Meek, Lois H., 6: 17-48  
Meier, Norman C., 7: 464-66  
Meigs, Margaret, 9: 472-82  
Melby, Ernest O., 6: 324-36  
Meredith, Howard V., 6: 54-84; 9: 47-79, 80-90  
Miller, Ward I., 12: 141-50  
Mitchell, Edith L., 7: 128-29  
Moehlman, Arthur B., 2: 99-104, 105-107; 5: 124-26, 127-30  
Monroe, Walter S., 2: 43-46; 4: 36-42 (Chrmn., Feb. 1932; Dec. 1934)  
Mook, Virginia, 12: 299-304  
Moon, Leland, 11: 220-26; 12: 228-36  
Moore, Joseph E., 7: 464-66; 8: 7-11  
More, Grace Van Dyke, 2: 66  
Morey, Lloyd, 5: 143-47  
Morgan, John J. B., 6: 478-89  
Morphet, Edgar L., 8: 432-42; 11: 197-202 (Chrmn., Apr. 1941)

- Morris, Birdean J., 8: 517-22  
Mort, Paul R., 2: 300-307, 308-20; 5: 131-38, 165-70; 8: 107-19  
Mueller, Margaret, 2: 7-20  
Mumford, W. Bryant, 9: 395-400  
Murphy, Lois Barclay, 11: 479-501  
Murra, Wilbur F., 7: 510-18  
Mursell, James L., 7: 491-92; 8: 58-59  
Myers, Eugene, 11: 376-86  
Mytling, Ida, 2: 7-20
- Neugarten, Bernice, 10: 421-28  
Newland, T. Ernest, 11: 277-87  
Nichols, F. G., 8: 15-18  
Noble, Stuart G., 6: 372-76  
Norman, L. V., 11: 330-39  
Norton, Margaret Alltucker, 1: 46-49; 4: 4-14 (Chrmn., Apr. 1934)
- Oberteuffer, Delbert, 7: 149-51  
Odell, William R., 4: 186-90  
Ojemann, Ralph H., 10: 429-34; 11: 502-30  
Olson, Willard C., 5: 242-44, 273-90; 6: 524-36; 7: 467-73; 9: 483-90  
Orata, P. T., 9: 514-23  
Orleans, Jacob S., 11: 367-75  
O'Rourke, Lawrence J., 7: 474-81; 8: 257-68  
Osburn, Worth J., 3: 21-32; 5: 445-54 (Chrmn., Dec. 1935)
- Pace, C. Robert, 12: 521-33  
Pancoast, Omar, 10: 38-51  
Parkhurst, A. J., 10: 216-21, 222-23  
Patterson, Ralph M., 10: 460-63  
Peik, Wesley E., 4: 199-213; 7: 178-84, 253-62; 10: 191-98  
Peters, Charles C., 7: 15-25, 26-35; 10: 3-13, 23-29, 30-34 (Chrmn., Feb. 1937)  
Peterson, Elmer T., 1: 86-91, 92-98, 122-25, 126-36; 5: 388-92  
Pierce, Paul R., 4: 382-95  
Pintner, Rudolf, 11: 297-314  
Pooley, Robert C., 4: 146-48; 7: 135-37  
Powers, Samuel Ralph, 1: 379-86; 4: 473-78; 5: 70-74; 7: 508-509; 8: 60-66; 12: 263-68 (Chrmn., Oct. 1942)  
Pressey, Sidney L., 6: 471-77  
Pulliam, Nolan D., 7: 404-11
- Quaintance, Carroll B., 7: 389-91, 392-93
- Rankin, Paul T., 1: 200-30  
Raths, Louis E., 7: 526-44  
Reavis, William C., 1: 173-99; 4: 21-28, 357-68, 373-74; 7: 387-88, 400-403; 10: 305-307, 308-10, 311-14, 315, 316-17, 318-20, 321-24, 352-54, 368-76 (Chrmn., Oct. 1934; Oct. 1937)  
Reckless, Walter C., 7: 36-43  
Redfield, Janet E., 11: 573-91  
Reeder, Ward G., 1: 108-10; 2: 134-38, 139-47; 4: 43-48; 5: 151-57; 10: 343-46  
Reeves, Floyd W., 2: 116-33  
Reid, Seerley, 12: 305-22  
Reisner, Edward H., 6: 357-62
- Richey, Herman G., 6: 363-71; 9: 337-39, 352-56, 453-55  
Richmond, Jean, 2: 71-73  
Robertson, M. L., 12: 435-42  
Roens, Bert A., 11: 94-108  
Rogers, Don C., 5: 362-63  
Ross, Laurence W., 10: 130-34  
Rothney, John W. M., 11: 94-108  
Roucek, Joseph S., 9: 377-80  
Ruch, G. M., 3: 33-40; 9: 514-23  
Rugen, Mabel E., 10: 464-71  
Rugg, Earle U., 1: 361-66; 7: 50-70  
Russell, John Dale, 4: 401-403, 425-30; 7: 412-21; 10: 325-30, 347-50 (Chrmn., Oct. 1940)  
Rust, Metta M., 8: 229-40
- Samuel, Elisabeth, 11: 80-93  
Sangren, Paul V., 5: 455-68; 8: 497-512  
Scates, Douglas E., 7: 71-79; 8: 523-36, 551-53; 9: 532-42, 576-90; 12: 558-74 (Chrmn., Dec. 1942)  
Scherer, Francis R., 5: 383-87; 12: 178-81  
Schmidt, A. W., 5: 158-64  
Schmidt, H. W., 5: 344-61; 8: 392-98  
Schorling, Raleigh, 4: 168-70  
Schwarz, M. M., 12: 241-52  
Scott, Cecil W., 10: 199-203, 235-39  
Sears, Jesse B., 7: 394-99; 9: 508-13  
Segel, David, 11: 42-56; 12: 492-500  
Shanner, William M., 7: 387-88  
Shelburne, James C., 7: 412-21  
Shock, Nathan W., 9: 103-10; 11: 531-52  
Simms, C. W., 10: 204-209  
Simpson, Alfred D., 2: 148-62; 5: 158-64; 8: 187-89 (Chrmn., Apr. 1932; Apr. 1938)  
Smith, Dora V., 7: 474-81; 8: 25-33  
Smith, Harry P., 2: 346-63, 364-69  
Smith, Henry L., 10: 258-65  
Smith, Howard D., 8: 443-51  
Smith, J. B., 7: 128-29  
Smith, Mary Elizabeth, 9: 357-60  
Smith, Ruth C., 10: 450-59  
Snedden, David, 7: 5-14  
Soper, Wayne W., 9: 342-46; 11: 137-42, 184-89  
Spencer, Peter L., 10: 149-51, 152-53 (Chrmn., Apr. 1940)  
Stagner, Ross, 1: 371-78  
Staley, S. C., 2: 78-79  
Stein, Jennette, 4: 308-11  
Stenquist, John L., 3: 49-61; 4: 58-64 (Chrmn., Feb. 1933)  
Stevenson, George S., 6: 461-70; 10: 407-13  
Stinchfield-Hawk, Sara, 11: 297-314  
Stoddard, George D., 3: 130-49; 4: 65-71; 6: 54-84 (Chrmn., Apr. 1933; Feb. 1936)  
Strang, Ruth, 5: 48-53; 6: 177-84, 194-98, 207, 218; 7: 482-90; 9: 147-60, 498-501; 10: 79-106, 450-59; 12: 66-85, 479-91 (Chrmn., Feb. 1942)  
Strayer, George D., Jr., 9: 340-41  
Strickler, Fred, 1: 390-91; 4: 178-81; 495-97; 7: 156-59  
Stroud, J. B., 11: 25-41  
Stuit, Dewey B., 10: 224-27; 11: 9-24

- Swift, Fletcher Harper, 9: 401-407  
 Symonds, Percival M., 4: 507-509; 6: 490-98; 8: 217-20; 9: 206-208; 11: 80-93 (Chrmn., June 1938)  
 Tannahill, Sallie B., 4: 171-74  
 Terry, Paul W., 4: 191-93  
 Tharp, James B., 2: 47-55; 8: 34-38  
 Theisen, William W., 8: 120-25, 133-41, 154-62, 171-86  
 Tireman, Lloyd S., 11: 340-52  
 Tobey, Donald R., 10: 38-51  
 Toops, Herbert, 5: 215-28, 229-41  
 Torgerson, Theodore L., 4: 261-66, 293-96; 7: 242-46  
 Tormey, Thomas J., 12: 203-210, 237-40  
 Trabue, Marion R., 3: 41-48  
 Traxler, Arthur E., 10: 79-106; 11: 5-8, 57-79; 12: 109-23 (Chrmn., Feb. 1941)  
 Trow, William Clark, 7: 467-73; 9: 285-94; 12: 345-55  
 Trump, J. Lloyd, 10: 369-76  
 Tryon, Rolla M., 7: 510-18  
 Tuttle, Harold S., 2: 76-77  
 Tyler, Ralph W., 1: 22-29; 5: 491-501  
 Tyler, Tracy F., 8: 369-79  
 Ullrich, Felix H., 6: 164-68  
 Umstattd, James G., 4: 281-84, 302-307; 7: 263-66, 314-15  
 Updegraff, Harlan, 3: 383-89, 391-98  
 Upshall, Charles C., 8: 292-306  
 Van Dyke, George E., 3: 222-33  
 Van Nest, Mildred, 5: 4-13  
 Viles, N. E., 8: 399-407  
 Walker, T. George, 11: 212-19  
 Warren, John Sharp, 12: 151-61  
 Watson, Goodwin B., 2: 185-257; 5: 245-58, 259-72; 8: 269-91  
 Wattenberg, William W., 7: 124-27  
 Weidemann, Charles C., 5: 443-44, 484-90; 8: 517-22  
 Welck, Arthur A., 10: 325-30, 347-50  
 Wellman, Beth L., 4: 65-71; 6: 49-53  
 Weltzin, Frederick, 3: 415-20; 10: 249-54  
 Wenger, M. A., 10: 435-39  
 Wesley, Edgar B., 5: 75-82  
 White, Raymond, 12: 259-73  
 Whitford, William G., 7: 464-66  
 Whitley, Mary T., 1: 395-97; 4: 501-502  
 Whittier, C. Taylor, 10: 316-17, 318-20  
 Wiebe, G. D., 11: 408-15  
 Wilkinson, Richard, 5: 484-90  
 Williams, J. Harold, 6: 499-513; 11: 288-96  
 Williams, Wentworth, 10: 331-34  
 Williamson, Edmund G., 9: 214-16  
 Williamson, John, 9: 395-400  
 Wilson, Guy M., 7: 453-63  
 Wilson, Howard E., 7: 510-18; 8: 67-73; 11: 459-64 (Chrmn., Oct. 1941, part 2)  
 Wilson, William K., 5: 337-43  
 Witherington, A. M., 4: 319-25  
 Witty, Paul, 10: 79-106  
 Wood, Ben D., 3: 5-20  
 Wood, Thomas D., 4: 160-64  
 Woodruff, Asahel D., 10: 321-24  
 Woods, D. S., 6: 377-82  
 Woody, Clifford, 1: 261-75; 5: 14-30; 7: 453-63  
 Wrenn, C. Gilbert, 9: 196-203, 212-13; 12: 45-65  
 Yoakam, G. A., 5: 54-69  
 Young, William E., 11: 446-58  
 Ziegfield, Edwin, 12: 521-33  
 Zyve, Claire, 1: 341-44



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## TOPICS COVERED BY ISSUES OF THE REVIEW

The issues published thru 1944 (Vol. XIV) are listed below by volume number, issue number, and date. Because topics have been changed from time to time there are twenty-two listed; the actual titles of those listed may vary somewhat from cycle to cycle.

The REVIEW is published five times a year, each issue dealing with one topic from a relatively fixed list of fifteen topics. Three years constitute a cycle. Minor variations occurred during the first three cycles; beginning with the fourth cycle, in 1940, major changes were made.

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1. HISTORY OF EDUCATION AND COMPARATIVE EDUCATION. VI:4 (October 1936); IX:4 (October 1939).
2. SOCIAL BACKGROUND OF EDUCATION. VII:1 (February 1937); X:1 (February 1940); XIII:1 (February 1943).
3. ORGANIZATION AND ADMINISTRATION OF EDUCATION. I:3 (June 1931); IV:4 (October 1934); VII:4 (October 1937); X:4 (October 1940); XIII:4 (October 1943). Supervision, added in 1943, was previously in topic 14.
4. LEGAL BASIS OF EDUCATION. III:5 (December 1933).
5. FINANCE AND BUSINESS ADMINISTRATION. II:2 (April 1932); V:2 (April 1935); VIII:2 (April 1938); XI:2 (April 1941); XIV:2 (April 1944).
6. SCHOOL PLANT AND EQUIPMENT. II:5 (December 1932); V:4 (October 1935); VIII:4 (October 1938); XII:2 (April 1942).
7. TEACHER PERSONNEL. I:2 (April 1931); IV:3 (June 1934); VII:3 (June 1937); X:3 (June 1940); XIII:3 (June 1943).
8. PUPIL PERSONNEL, GUIDANCE, AND COUNSELING. III:3 (June 1933); VI:2 (April 1936); IX:2 (April 1939); XII:1 (February 1942).
9. PSYCHOLOGICAL TESTS AND THEIR USES. II:3 (June 1932); II:4 (October 1932); V:3 (June 1935); VIII:3 (June 1938); XI:1 (February 1941); XIV:1 (February 1944).
10. EDUCATIONAL TESTS AND THEIR USES. III:1 (February 1933); V:5 (December 1935); VIII:5 (December 1938). Subsequently merged with topic 22.
11. GROWTH AND DEVELOPMENT. III:2 (April 1933); VI:1 (February 1936); IX:1 (February 1939); XI:5 (December 1941); XIV:5 (December 1944).
12. MENTAL AND PHYSICAL HEALTH. VI:5 (December 1936); X:5 (December 1940); XIII:5 (December 1943).
13. THE CURRICULUM. I:1 (January 1931); IV:2 (April 1934); VII:2 (April 1937). Subsequently merged with topic 14, and topics 12, 17-21.
14. GENERAL ASPECTS OF INSTRUCTION: LEARNING, TEACHING, AND THE CURRICULUM. (The first three cycles included Supervision, which subsequently appears in topic 3.) III:4 (October 1933); VI:3 (June 1936); IX:3 (June 1939); XII:3 (June 1942).
15. SPECIAL METHODS AND PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS. I:4 (October 1931); I:5 (December 1931); V:1 (February 1935); VII:5 (December 1937). Subsequently treated under topics 12, 17-21.
16. PSYCHOLOGY AND METHODS IN HIGH SCHOOL AND COLLEGE. I:5 (December 1931); II:1 (February 1932); IV:5 (December 1934); VIII:1 (February 1938). Subsequently treated under topics 12, 17-21.
17. LANGUAGE ARTS AND FINE ARTS. IX:2 (April 1940); XIII:2 (April 1943). Prior to 1943 Fine Arts appeared in XI:4 Part 1, and in topics 15 and 16.
18. VOCATIONAL, SOCIAL, AND GENERAL EDUCATION. XI:4, Parts I and II (October 1941); XIV:4 (October 1944).
19. THE NATURAL SCIENCES AND MATHEMATICS. XII:4 (October 1942). See also topics 15, 16.
20. THE SOCIAL STUDIES. XI:4 Part 2 (October 1941). See topic 18.
21. EDUCATION OF EXCEPTIONAL CHILDREN AND MINORITY GROUPS. XI:3 (June 1941); XIV:3 (June 1944).
22. METHODS OF RESEARCH AND APPRAISAL IN EDUCATION. IV:1 (February 1934); IX:5 (December 1939); XII:5 (December 1942). See also topic 10.